DOCUMENT RESUME

ED 401 469 CE 073 008

AUTHOR	Cordova, Pedro; And Others
TITLE	Teachers and Trainers in Vocational Training. Volume 1: Germany, Spain, France and the United Kingdom.
INSTITUTION	European Centre for the Development of Vocational Training, Thessaloniki (Greece).
REPORT NO	ISBN-92-827-4081-1
PUB DATE	95
NOTE	195p.; For volume 2, see CE 073 009.
AVAILABLE FROM	UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-88-95-961-EN-C: 10.50 European Currency Units).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Academic Standards; Curriculum; Degree Requirements; Educational Opportunities; Educational Practices; Employment Qualifications; Foreign Countries; Inservice Teacher Education; Nursing Education; Organizational Development; Postsecondary Education; Professional Associations; *Professional Development; *Secondary School Teachers; Summer Programs; *Teacher Improvement; *Trainers; *Vocational Education; *Vocational Education Teachers; Youth Programs
IDENTIFIERS	*Europe; France; Germany; National Vocational Qualifications (England); Spain; United Kingdom

ABSTRACT

This book describes the initial and continuing professional development of the various teachers and trainers involved in initial vocational training for youth in Germany, Spain, France, and the United Kingdom. The book contains separate, but similarly formatted, sections for each country. The following topics are discussed in all four country reports: initial vocational training (general features of the country's education system, initial vocational training, legal foundation of vocational training, occupational fields, examinations); trainers and teachers in initial vocational training; regulations for the training of teachers and trainers; training programs for trainers at the national level; training paths leading to the occupation of trainer; continuing training for trainers and teachers; and organizations and institutions. Among the country-specific topics examined in the individual country reports are the following: differences between the roles and professional development of teachers and trainers in Germany's dual system and in its full-time vocational schools; regulation of teachers in Spain's programs of regulated vocational training and occupational vocational training; decentralization of France's national programs; and training for the United Kingdom's National Vocational Qualifications. Also included are a total of 42 tables/figures, 55 useful addresses, 63 references, and lists of abbreviations for each of the four country reports. (MN)

ED 401 469

CEDEFOP

Teachers and trainers in vocational training

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Fitts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE073008

Volume 1:

Teachers and trainers in vocational training

Volume 1: Germany, Spain, France and the United Kingdom

Project Coordinator: Africa Melis

First edition, Berlin

This book was written on behalf of CEDEFOP by
Pedro Córdova, Françoise Gerard, Africa Melis,
Ken Nixon and **Willi Rümpker.**

Published by
CEDEFOP – European Centre for the Development of Vocational Training
Jean Monnet House, Bundesallee 22, **D-10717 Berlin**
Seat of CEDEFOP as of 1.9.1994: Thessaloníki (GR)
Tel: 49-30 +88 41 20; Fax: 49-30 +88 47 322 22; Telex: 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities, last amended by Council Regulation (EC) No 1131/94 of 16 May 1994.

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 1995

ISBN 92-827-4081-1

© ECSC-EC-EAEC, Brussels • Luxembourg, 1995

Reproduction is authorized, except for commercial purposes, provided the source is acknowledged.

English language editing and DTP by Jacquetta Megarry

Index by Maurice Payn, former Chief Education Adviser for Cumbria LEA

Cover design by Ian Clydesdale

Printed in the United Kingdom

Contents

Preface 7

Acknowledgements 8

Introduction 10

Germany

1 Introduction 23

2 Initial vocational training
- 2.1 The education system in general 25
- 2.2 Initial vocational training 28
- 2.3 Legal foundation of vocational training 32
- 2.4 Occupational fields 32
- 2.5 Examinations 33
- 2.6 Statistics 34

3 Trainers and teachers in initial vocational training
- 3.1 In the dual system 35
- 3.2 Teachers at full-time vocational schools 41
- 3.3 Statistics 41

4 Regulations for the training of teachers and trainers
- 4.1 In the dual system 42
- 4.2 Teachers at full-time vocational schools 45

5 Training programmes for trainers at national level 45

6 Training paths leading to the occupation of trainer
- 6.1 In the dual system 46
- 6.2 Teachers at full-time vocational schools 47
- 6.3 Examples of personal training paths 47

7 Continuing training for trainers and teachers
- 7.1 Continuing training on offer 50
- 7.2 List of the national registers 51
- 7.3 List of existing databases 52

8 Useful addresses 56

9 Organisations and institutions 58

10 References 59

Spain

1 Introduction 61

2 Initial vocational training
- 2.1 Initial vocational training 63
- 2.2 The national vocational training programme 68
- 2.3 Specialisms for which there are recognized courses 69
- 2.4 Statistics 69

3 Teachers and trainers
- 3.1 Types and characteristics of teachers and trainers 71
- 3.2 Trainers of trainers 75
- 3.3 Pattern of entry to a teaching career 76
- 3.4 Statistics 76

4 Regulation of teachers and trainers
- 4.1 Regulated vocational training 78
- 4.2 Occupational vocational training 79

5 Training programmes for teachers and trainers
- 5.1 Teachers in regulated vocational training 79
- 5.2 Trainers in occupational vocational training 81
- 5.3 Training offered by regional and local authorities 81

6 Initial training of teachers and trainers
- 6.1 Initial training required 83
- 6.2 Routes to becoming a trainer of trainers 84

7 Continuing training
- 7.1 Description of training currently available 85
- 7.2 National directories 85
- 7.3 Databases 86

8 Useful addresses
- 8.1 Trainers' associations 86
- 8.2 Information and resource centres 87

9 Institutions, organisations and courses
- 9.1 Organisations and institutions 90
- 9.2 Courses 90

10 References 91

France

1 Introduction 93

2 Initial vocational training
- 2.1 Description of the system 94
- 2.2 Three means of accessing vocational training: initial training,apprenticeship and continuing training 95
- 2.3 Certificates awarded in vocational and technological education 101
- 2.4 Statistics 103

3 Teachers and trainers
- 3.1 Teachers in initial vocational training 105
- 3.2 Trainers in continuing training 108
- 3.3 Statistics on teachers and trainers 111

4 Regulation of teachers and trainers
- 4.1 Initial training: civil servant teachers 111
- 4.2 Trainers and teachers in continuing training bodies 114

5 The decentralisation of national training programmes for trainers
- 5.1 Strategic guidelines 116
- 5.2 Decentralisation of national programmes 116
- 5.3 Financing from the European Social Fund (ESF) 116

6 Initial training of teachers and trainers
- 6.1 The initial training of teachers 117
- 6.2 Trainers in continuing training 118
- 6.3 Three portraits 119

7 The continuing training of teachers and trainers
- 7.1 Continuing training within institutions 121
- 7.2 Continuing training open to all trainers 122
- 7.3 Catalogues of the training provision for trainers 123
- 7.4 Minitel computer-based information services 124

8 Useful addresses
- 8.1 Associations for teachers 126
- 8.2 Associations for trainers in continuing training 127
- 8.3 Groups of training bodies 128
- 8.2 Resource and information centres 129

9 Institutions and courses
- 9.1 Overview of continuing vocational training 131
- 9.2 Institutions 132
- 9.3 Network of chambers 133
- 9.4 Courses 133

10 Sources and references 138

The United Kingdom

1 Introduction 139

2 Initial vocational education and training
- 2.1 Education to age 16 141
- 2.2 Education and training beyond age 16 143
- 2.3 National and General National Vocational Qualifications 143
- 2.4 Vocational training opportunities and paths 146
- 2.5 Statistics 147

3 Teachers and trainers
- 3.1 Teachers in schools 149
- 3.2 Lecturers further and higher education 150
- 3.3 Trainers in Youth Training 151
- 3.4 Trainers in organisations 153
- 3.5 Summary and conclusion 155

4 Regulation
- 4.1 Teachers, lecturers and trainers 157
- 4.2 Standards and qualifications 157

5 Patterns and programmes of training for teachers and trainers
- 5.1 Infrastructure 160
- 5.2 Programmes of training for teachers and trainers 164

6 Initial training of teachers and trainers
- 6.1 Nurse teacher regulations and training 166
- 6.2 Youth trainer training 167
- 6.3 Summary and conclusion 170

7 Continuing education and training
- 7.1 Personal and organisational development 171
- 7.2 Effects on the continuing education and training of trainers 173
- 7.3 Training for National Vocational Qualifications 174
- 7.4 Summary 174
- 7.5 Masters Degrees and Diplomas 176

8 Useful addresses 179

9 References 183

Lists of abbreviations
- Germany 185
- Spain 186
- France 187
- UK 188

Index 189

Preface

This book describes the professional development, both initial and continuing, of the various teachers and trainers who deal with initial vocational training for youth in four countries - Germany, Spain, France and the United Kingdom. It is the first volume in a series of two (in English) which will cover several Member States of the European Union. The next step will be the publication of the series in French.

The purpose is to make a contribution to mutual knowledge of the training given in the different countries of the Union; in this case the focus is on an important group of professionals, the real protagonists of vocational training - the teachers and trainers.

This work is primarily dedicated to them. It will help them to acquire more information on their counterparts in the other countries. It will also bring about a better understanding of the modes of teacher and trainer training and the access routes to this profession, thus facilitating exchange or joint projects between trainers from different countries of the European Union.

This series will also be of interest to a larger group of readers, namely, those who follow the development of vocational training in the different countries; by understanding the 'actors', we gain more insight into aspects of the organization of vocational training systems.

The production was not easy: the concept of the work, the methodology and the intermediate and final reports were the subject of lengthy discussion and joint work, some of which was quite costly. It is never easy to accept new and unaccustomed concepts, and in any multinational venture there is the danger of wanting to impose one's own national model on others. For example, the countries in this volume illustrate vocational training systems on a spectrum from the highly regulated to those with minimal regulation; this clash between realities can produce a reaction of disorientation or disbelief, due to the lack of familiar points of reference. Only after a process of sustained effort is there an understanding of other realities. Initial incomprehension then turns into a feeling of surprise and interest which becomes rewarding for all involved.

No effort has been spared to make both text and diagrams reflect the authors' intentions. For any errors or oversimplifications that may have crept in, the responsibility is mine, not theirs.

Africa Melis, Berlin, March 1995

Acknowledgements

The idea of producing this series was born in the PETRA Programme of the Commission and was in particular advocated by Rita Veiga da Cunha. We would like to express our deep gratitude to her for her useful comments and for her unfailing support throughout the project. We would also like to thank Margarita Marques from the 'Bureau PETRA Jeunesse' for the generosity with which she put her professional expertise at our disposal for this task.

We acknowledge the outstanding work and the spirit of collaboration of the members of the steering group and the authors of the report who, obviously, were selected for their professional competence; not only were they collaborators who contributed to the solution of many problems, they also became friends.

This volume was prepared jointly by a number of institutions, which developed and updated training directories, and a group of experts, who studied and organized the training of trainers and who are in positions of responsibility in this field in their respective countries. In addition, a number of people and institutions gave us support and spent valuable time sending us their comments, producing statistics not previously available, and compiling various items of information. In the listing below, the main authors' names are shown in bold to distinguish them from those who helped, supported and commented. The project was assisted by an Advisory Committee, to each of whom we express our gratitude by means of the list on the next page.

Germany **Willi Rümpker** (BW Bildung und Wissen Verlag und Software GmbH)
with the collaboration of
Reinhard Selka (Bundesinstitut für Berufsbildung, Berlin)
Monika Stengl (BW Bildung und Wissen Verlag und Software GmbH)
and with special thanks to
Eckhard Stothfang, Leitender Verwaltungsdirecktor, Bundesanstalt für Arbeit

Spain **Pedro Córdova** (Directorio Formación, DIRFO, Madrid)
Jose Manuel Bernardos (Directorio Formación, DIRFO, Madrid)
with special thanks to
Nieves Varela, Head of the Trainer Training Service, INEM, Madrid
Francisca Palacios, Head of the Design Service for Training of Experts in Specific Technologies, Ministry of Education and Science, Madrid
Maria Teresa Giráldez, Deputy Director-General of Statistics, MTSS
Isabel Muñoz, Deputy Director-General of the Planning Office, MEC

France **Françoise Gerard** (Centre INFFO)
with the collaboration of
Pascale de Rozario
Christine Carbonnier
Corinne Pasqua

United Kingdom **Ken Nixon** (University of Sheffield)
with the collaboration of
Margaret Sands (Institute of Training and Development, Marlow)
Christopher West (ECCTIS 2000 Ltd, Cheltenham)
Alistair Graham (Calderdale and Kirklees TEC, UK)
and with special thanks to
John Twining, Chairman of Guildford Educational Services Ltd.

Advisory Committee

Anne de Blignières-Legeraud	Université Paris-Dauphine, France
Alistair Graham	Calderdale and Kirklees TEC, Brighouse, UK
Adolfo Hernandez Gordillo	Head of vocational training service, INEM, Madrid, Spain
Margarida Marques	Office manager, PETRA Youth Bureau/Bureau PETRA Jeunesse
Ken Nixon	University of Sheffield, UK
Joachim Rzepka	Bundesanstalt für Arbeit, Nürnberg, Germany
Reinhard Selka	BIBB, Berlin, Germany
Rita Veiga da Cunha	TFHR, Commission of the European Union, Bruxelles

Project Co-ordinator Africa Melis — CEDEFOP, Berlin

Special thanks for the careful editing and desktop publishing of the English language edition are given to Jacquetta Megarry.

Introduction

1.1 Scope and readership

This book is a practical initiative which complements the instruments and guides developed by the European Commission under the PETRA and FORCE programmes. These were designed to make initial and continuing vocational training more accessible to young people and adults. Its objective is to describe and, insofar as possible, to compare the current situation of trainers and teachers who are involved in initial vocational training in Member States of the European Union.

The book is aimed at three target groups:

- the trainers and teachers who deliver vocational training
- the vocational training institutions and bodies
- those who are politically responsible for training.

The book will be useful for teachers and trainers because it outlines the situation in other Member States. It aims to enable them to plan visits or training periods in other countries by providing information on the opportunities and types of training available to them there. The information provided on training opportunities for trainers is therefore designed to promote their mobility both within the European Union and within each country itself.

Vocational training institutions and bodies will find information that helps them to identify potential partners for research and development projects or trainer exchange programmes. The information presented in this book will enable them to establish 'consortia' and links with similar bodies in other countries. This will foster the transnational character required by Community human resource development programmes.

Those responsible at a political level for this area will find a systematic presentation of information on the trainers and teachers involved in initial vocational training in other countries. There is a description of the different types of teachers and trainers, their training paths, access to the job market, and the opportunities available for continuing training. The information is presented within the context of vocational training in each country, its different branches and options and public interest in it compared to other training opportunities available to young people. Planners of training programmes will find useful information concerning future changes in the training plans of teachers and trainers.

In the *human resources development programmes* initiated by the Commission, one chapter is devoted to the training of trainers. In line with the new programmes, in particular *Leonardo da Vinci* and

Socrates, more joint projects between training institutions are to be set up and developed and will exceed the number of previous vocational networks. These new joint programmes will undoubtedly promote the mobility of numerous institutions which so far have had no experience of international co-operation. This book may also be of some help to them.

Lastly, we emphasise that the information is presented in a simplified fashion so that a non-specialist reader can understand differences between and similarities among the various vocational training systems. We have avoided including points of fine detail such as those that distinguish between 'national' officials and 'regional' ones, or those that explain the differences between different categories of trainers in one institution. This type of distinction may make sense to a reader who is already familiar with the national realities of each country, but it may only confuse readers from other countries.

1.2 Definitions

Initial vocational training

The definition of initial vocational training used by the European Council in Article 1 of its Decision of 22.07.1991 on the Community programme PETRA has been adopted as a common reference point. The Decision defines it as:

> 'any form of non-university vocational training, including technical and vocational training and apprenticeships, which provides young people with the opportunity to obtain a vocational qualification recognized by the competent authorities of the Member State in which it is obtained'.

Teachers and trainers

The above Council Decision does not define *teachers* or *trainers*. Since we wanted to focus on training of young people, and to encompass the wide variety of trainers in the various countries, for the purposes of this book we decided that that teachers and trainers are

> 'those people who are responsible for or who run initial vocational training courses whose objective is to provide skills training or further education to young people (aged 15-28) who have completed compulsory schooling'.

1.3 How to use this book

Although acronyms are explained on the first occasion of use, to help the reader who dips into a chapter, we have also expanded all acronyms in the lists for each country at the back of the book, see page 185 for Germany, page 186 for Spain, page 187 for France.and page 188 for the UK

Originally, authors were keen to provide readers with as many direct contacts as possible. However, many such addresses had already dated even during the period when the book was being prepared. In the absence of a regular means of updating, we decided to keep ephemeral data to a minimum. Instead, authors focus on providing reference points and organizational contacts which generally change less quickly. Selected addresses have been included, with a view to signposting structures, organizations and networks that can provide information.

In the same way, the presentation of the provision of continuing training for teachers and trainers consists of a brief description of information to be found in each country, with pointers to databases and directories which are updated from time to time.

2 The differences between training systems

The first problem in compiling such a book is how to describe the situation of the teachers and trainers when the vocational training systems in the four countries differ so widely.

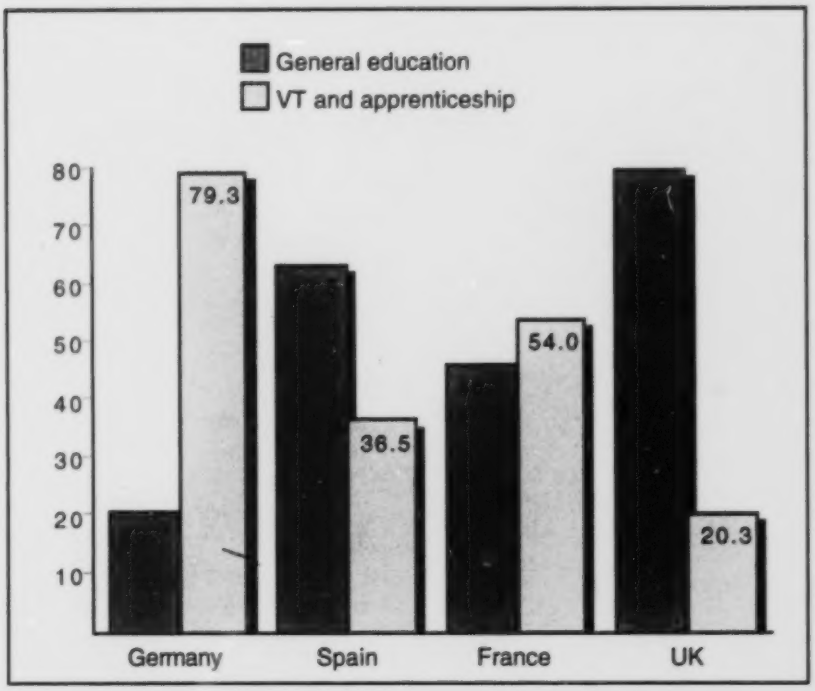
The organization of vocational training in the different educational systems varies significantly from country to country. There are differences in the length of compulsory education, the point at which young people have to choose between various options in the education sector, the options available to him or her, the length of the course of studies chosen (or chosen for them), and so on.

Initial vocational training as a separate option to general education begins at the age of 13 in France and in Germany at the age of 15 or 16 (but it can also begin at 18, after grammar school). In Spain it used to begin at 14, but a reform is currently under way which will raise the starting age to 16. Finally, the opportunities for initial vocational training in the United Kingdom are available only after compulsory schooling has been completed (post-16).

To illustrate these differences, we can now examine the social acceptance of initial vocational training as reflected by demand. Figure 1 (page 14) shows the number of young people that choose this option in preference to other training or employment options.

In *Germany*, almost 80% of young people opt for vocational training and only 20% continue in general or university studies. Most vocational training takes the form of *alternance* training - training that alternates periods of study in the classroom with practical experience or employment in a firm. This dual system therefore plays an important role in integrating young people into working life. Furthermore, for the majority of apprentices the dual system leads directly to a job without a period of unemployment.

Figure 1: Percentage of young people in general education and vocational training in the second cycle of secondary schooling in 1991 (source: OECD, 1993)



In *Spain*, the majority of young people prepare for their Bachillerato (school-leaving certificate). In other words, they follow academic studies aimed at gaining access to university. Only slightly more than one-third (36.5%) opt for vocational training. Further evidence of the low interest in vocational training is provided by statistics from the Ministry of Education and Science, according to which 32% of all young people who completed secondary education in 1990-91 completed vocational training, compared with 68% who completed BUP (Bachillerato Unificado y Polivante, comparable to GCSE) and COU (Curso de Orientacion Universitaria, comparable to A-levels).

In *France*, both options are almost equally favoured by young people. Nevertheless, a slight majority (54%) opt for vocational training. This takes place mostly in full-time vocational schools and to a lesser extent through alternance training schemes.

In the *United Kingdom*, the great majority of young people (80%) continue in general education while only 20% receive vocational training on-the-job. There is virtually no vocational training for those aged under 16. After the period of compulsory schooling (post-16), colleges of further education provide a great deal of vocational training, as do special programmes, such as youth training schemes.

There are, therefore, major differences between the four countries which affect the type of teachers or trainers in a country. The number of young people opting for academic studies or vocational

BEST COPY AVAILABLE

training determines the number of staff employed in each sector. Whether the vocational training is carried out mainly in educational centres or in companies also affects the numbers of teachers or trainers. In any country, the more numerous a certain category of teacher or trainer, the more urgently it needs better provision of continuing training. Many countries are also undergoing a process of far-reaching reforms and this gives rise to new demands, new requirements and new training needs. In many cases it is hoped that the training will serve as a buffer against the repercussions brought about by change.

3 Differences among types of teachers and trainers

The terms *teacher* in vocational training and *trainer* in initial vocational training are used imprecisely to refer to two large occupational groups: the teachers, who work mainly in technical or vocational institutions, and the trainers, who work in firms or in non-academic training centres.

In recent years, the significant development in teaching and training - and in continuing training - has created new tasks, and even new occupations, in the field of training. As a result, both continuing training and initial training are undergoing profound change.

There is a paradox that while the number of trainers is growing, many of them do not actually train but instead design, plan, assess and manage training schemes. However, there is also an increasing number of 'non-trainers' who conduct training whether it be on a temporary basis or on a permanent, part-time basis in a company or training centre.

The search for statistical information on teachers and trainers has been a discouraging experience. If one looks hard enough one can find statistics for teachers in vocational training schools and centres. However, no information is to be found on trainers working in firms, with the exception of Germany and, in part, France. We cannot, therefore, quantify the numbers of teachers and trainers per country, nor can we carry out comparisons between countries. It therefore seems dubious to quote estimates of student/teacher ratios in vocational training.

From the numerous possible classification systems drawn up or collected in previous CEDEFOP studies, we have selected the one which is most flexible and comprehensive for our purpose. It distinguishes three groups of professionals: teachers, full-time trainers and part-time trainers.

3.1 Types of teachers and trainers

Technical and vocational teachers in most countries usually work in technical and vocational training schools or centres, and become specialists mainly as a result of higher education - through university or university-related studies. In some cases, they may lack previous professional experience in the relevant sector, being strong in theoretical training but perhaps weak in their lack of company experience. In other cases, for example in the UK, industrial experience is the norm, although it may be *recent* experience only among the newly appointed; higher education is not the main route into vocational teaching and is less common especially among the more mature teachers in further education.

Full-time trainers are generally specialized in one field and have solid company experience. They have changed their original occupation and essentially work as trainers. Their strength lies in their knowledge of their special subject and their weakness stems from either a lack of training in teaching techniques, or from a possible lack of practical experience as a result of a lack of contact with the real workplace.

Part-time trainers and temporary trainers specialize in one subject, technique or method, which constitutes their main professional activity, and only carry out teaching or training projects as a secondary activity. Their weak point is that they frequently lack the teaching skills required to plan and organize the course content and adapt it to the group they are training. This group, however, is in the best position to provide effective teaching or training. These trainers do not often work in initial vocational training but in continuing training.

3.2 Training functions

In those countries where training is more developed and has a longer tradition, it is possible to establish a second means of classification based on the function fulfilled by the teacher or by the trainer. It will enable new profiles to be identified which previously were not common at European level.

There are various stages in the training process, around which new occupational profiles are emerging, mainly needs analysis and design, organization of the training, the design and drawing up of didactic material, the training itself, and evaluation.

Around these functions, new areas of expertise are becoming apparent. They are related to education and training management and the organization and planning of teaching. Because these functions are in short supply, teachers and trainers are offered new opportunities for professional development and advancement, given that there is a growing demand for these skills which are currently lacking.

3.3 Training regulation

The extent to which initial vocational training is formalized in each country determines to a large extent the degree of regulation of the training and other features linking teachers and trainers. The country in which there is most regulation in the field of trainer training and where initial training teachers have their role most clearly defined is *Germany*. It is also the country where initial vocational training has the highest level of formalization.

At the other end of the scale, in the *United Kingdom* the exact role of the trainer is not regulated by law. Initial vocational training for young people takes place in colleges of further education, which are the primary institutions offering vocational training and occupational qualifications to young people from sixteen upwards.

The confusion in *Spain* between *instructors, teachers* and *trainers* - terms which are often used synonymously - also reflects a reality: the function of company trainers, of whom there are very few, has not been clearly defined, as there is not yet a tradition of training young people within companies. Teaching and vocational training generally take place in schools.

On the other hand, the terminological distinction in *France* between *initial vocational training*, which prepares young people for their entry into working life, and *continuing training*, which takes place later on, reflects a higher level of regulation with respect to the training itself and to the characteristics, duties and rights of those responsible for training and teaching.

Generally speaking, the greater or lesser degree of formalization of training implies a greater or lesser definition of the responsibilities and tasks to be fulfilled by all participants and also identifies the costs and benefits which they bring. The studies carried out by CEDEFOP show that the less formalized the initial vocational training of young people in firms, the more overburdened the trainers will feel.

4 Current trends in the training of trainers

In the field of initial vocational training, Community policy has in recent years had a great influence on political objectives in the various Member States. Commission Reports regularly assess the impact of the Council's Decisions of 1.12.87 and 22.7.91. These reports highlight the great progress that Member States have made in attaining the objectives set out in the PETRA Programme.

The most recent report available at the time of writing (14.1.94) states that:

1 The number of young people that continue with general education or vocational training has significantly increased.

2 All countries have tried to raise the level of education and training, improve its quality and diversify training provision.

3 Efforts have also gone into making vocational training more adaptable to change.

4 Steps are being taken to add a Community dimension to initial vocational training.

5 Co-operation between Member States has increased.

6 More importance has been attached to vocational training.

7 There is better access to information on the changing situation of the labour market.

8 A great deal has been done to improve equal opportunities among young people.

9 Training opportunities for young handicapped people have increased.

10 There has been an increase in the number of programmes aimed at promoting creativity, initiative and the spirit of enterprise in young people.

Nowadays there is undoubtedly a tendency in most countries to raise the level of education of the population in general and of young people in particular, and to expand the basic training in vocational training courses while avoiding premature and unnecessary specialization. There has been a move towards the development of more flexible and diverse skills. There has been a response to the strong, if imprecise, demand from firms for behavioural or social skills (such as communication skills and the ability to assimilate a range of information). A natural consequence has been the tendency to improve the quality of vocational training. As a result, gradual progress has been made towards a common objective - of improving the image and appeal of vocational training for young people.

In the context of these efforts to improve vocational training, the training of teaching staff and trainers assumes a strategic position. In the *United Kingdom* in recent years there has been a training revolution. New requirements in the field of economic development and competitiveness have put training and the need for suitable skills at the top of the reform agenda.

The primary challenge is to increase the number of young people in further education after completion of compulsory schooling. Most vocational training received by young people is carried out in colleges of further education or under government-sponsored Youth Training programmes. In direct proportion to the increase in

the number of young people in training, there is now a need for a large number of teachers and trainers capable of training them. Hence there is a corresponding increase in efforts and training programmes for trainers.

The administration of vocational training in the United Kingdom is decentralized. Teacher training programmes for vocational training depend mainly on in-service provision, and employers are encouraged or required to offer their lecturers training opportunities within constraints of budget. For example, in English colleges of further education, lecturers frequently attend professional development courses offered by City and Guilds, which lead to a diploma in further education. In Youth Training programmes sponsored by the government, some trainer training courses are offered by a range of institutions, although most training is sponsored by industry and organized by large companies.

However, the certification and recognition of vocational skills and the standardization of certificates are carried out by a central system known in most of the UK as National Vocational Qualifications or NVQs. (Scotland has its own equivalent system of Scottish Vocational Qualifications or SVQs.)

Spain is currently undergoing radical changes in its education system and vocational training. This has brought about a significant development in the skills and knowledge of teachers and trainers. There are plans to promote extensive initiatives for the training of trainers.

Efforts are being undertaken in three main areas to achieve this objective:

1 Closer co-operation with the corporate world so that teachers and/or tutors can establish a more coherent link between the training centre and the company. This initiative includes training placements in firms and training courses organized in close collaboration with firms.

2 As part of the reform process, training is being updated to take account of scientific and technological developments. Students now begin vocational training with an extra two years' study behind them. This initiative is to be developed primarily through specially designed courses run by the universities.

3 Introduction of a new skills-based methodology with a modular approach. The Ministry of Education is responsible for this innovation and will ensure that the knowledge acquired in the training centres that are already being reformed is transferred by organizing training conferences and seminars.

These measures have the advantage that they bring together a wide range of people in Spain without any previous experience of joint

training projects - namely the social partners, central or autonomous governments and the universities.

In *France*, also, a number of pressures from the economic situation and the job market have become apparent. They have given rise to a national debate on the overall role of the education system.

First, the initial vocational training system and the continuing vocational training system have gradually grown closer together, becoming more interactive. Government policy which supports skills training and the integration of unemployed young people has called on an increasing number of trainers involved in initial training. They have participated in alternance training schemes. As part of this process, they acquire new skills and know-how in connection with their training assignments (for example, as tutor or co-ordinator).

Second, the initial training institutions in France are taking on new functions and roles. They have begun to take the needs of the region into account and are becoming more competent as regards political responsibility. They are therefore better equipped to deal with the most pressing employment problems, create programmes targeted at special needs groups, or address new problems (such as specialized training for environmental protection). All these developments require new skills, apart from pedagogical ones, in order to carry out needs analyses, course design and training management.

Furthermore, all these changes have given a boost to initial training teachers and trainers who are becoming increasingly motivated to follow professional development courses leading to a diploma. This partly explains the remarkable growth in training programmes for trainers in France and the important role played by the universities in meeting the demand.

In *Germany*, the dual system continues to offer young people the best chance of securing access to an occupational qualification. This type of qualification is traditionally recognised in both east and west Germany, but the reunification process has no doubt presented new challenges.

In order for the dual system to develop in the new federal states (Länder) in line with its development in the former Federal Republic, market economy structures need to be developed and consolidated. In the old Germany, the firms were in fact almost exclusively responsible for ensuring that the necessary skills were acquired and for providing vocational training. The government only gave supplementary aid. However, the economic situation in the new Länder requires much more significant support from the government. In the short and medium term, small and medium-sized firms will continue to lack the financial and competitive capacity to supply all the training placements needed.

Apart from this fundamental problem, the training of trainers is considered a key element in vocational training policy in the new Federal States. A special programme to promote staff development has been launched to tackle this issue. The programme establishes the basic elements required to enable trainers to acquire additional pedagogical skills and work in new sectors and disciplines. This initiative also takes account of the need to build new technologies into all areas of training, and of the need to make major changes to commercial and services training, the development of which is known to be a very low priority in a socialist economy.

The second general problem which may be mentioned is that young people today have changed direction. They are no longer going into vocational training *en masse*, but instead are opting for university. This trend has brought about a new imbalance which has serious consequences both for overcrowded universities and for vocational training. It has meant lists of unfilled training posts, particularly for jobs and occupations no longer considered fashionable.

5 Summary

This book contains two complementary sets of information. First it identifies and describes initial vocational **teachers and trainers** in different Member States. Second, it describes the **training opportunities** offered by the training centres, associations and institutions which are most suited to the requirements of the training of trainers.

The book has two goals:

- to present a study of a heterogeneous group of people who have not been the subject of recent systematic studies that take account of the whole group.
- to outline training opportunities for trainers and teachers in initial vocational training. It is not possible to distinguish which of these training opportunities are also aimed at trainers in continuing training.

The lack of systematic studies is reflected in the absence of any recognized and accepted definitions which could serve as a common point of departure and reference in making a study in different countries. There are no common indicators which would facilitate the difficult task of international comparison. As a result, there is little statistical information available on teachers, trainers and the related continuing training programmes.

The most important Community action aimed at improving initial vocational training is the Commission's PETRA Programme. Its main objectives are to raise awareness and understanding of training systems in other countries, promote exchanges and encourage the setting-up of joint training programmes.

A great effort has been made to involve as many young people as possible: according to estimates, a total of 40,000 young people will have been involved throughout the programme. Vocational trainers have also been targeted under 'Action 3' of the programme. As teachers and trainers are the key to the success of training programmes, themselves one of the most necessary investments now and in the coming years, it is worth considering whether enough is being done to help them adapt to the new realities, to improve their mobility, to further determine their tasks, their duties, their changing profiles and competences and to encourage them to take part in exchanges and in transnational programmes. This book has revealed great differences in training systems, regulation and processes that can constitute barriers to the mobility of teachers and trainers. A great effort should be made to help the teachers and trainers who put training schemes into practice - not only because of the intrinsic value of such efforts, but also because of their multiplier effect.

This book supplements efforts made along these lines by the Commission and targeted at teachers of vocational training and trainers.

References

CEDEFOP 'Education and vocational training in Europe; comparative analysis of flow of people and capital', *CEDEFOP Flash Special* 1/90, Berlin

CEDEFOP *The training of trainers of young people in enterprises* Quere Michael, Berlin 1989

CEDEFOP *Training of trainers: problems and trends* Dupont, G Oliveira Reis, F, Berlin 1990

CEDEFOP *Vocational training in France* Willems Jean Pierre, Berlin 1993

CEDEFOP *Vocational training in the Federal Republic of Germany* Münch Joachim, Berlin 1993

CEDEFOP *Vocational training in the United Kingdom* Twining, John, Berlin 1993

CEDEFOP *Vocational training in Spain* Lopez Querom Manuel et al, Berlin 1993

CEDEFOP 'Current trends in the training of trainers in France, Germany, Spain and the United Kingdom', unpublished notes by A Graham and K Nixon (UK), A de Blignières (France), R Selka (Germany) and A Hernandez Gordillo (Spain), Berlin, March 1994

Commission of the EC *Report on the implementation of the PETRA Programme* COM(93) 704 final, Brussels, 14 January 1994

Commission of the EC 'Proposition de Décision du Conseil établissant un programme d'action pour la mise en oeuvre d'une politique de Formation Professionnelle de la CE Leonardo da Vinci' COM(93) 686 final - SYN 494, Bruxelles le 21.12.1993, y COM(94) 215 final - SYN 494, Bruxelles, le 25.05.1994

Commission of the EC *European Handbook for Guidance Counsellors* PETRA Unit, TFHR, 1993

EURYDICE & CEDEFOP *Structures des systèmes d'enseignement et de formation initiale* for the TFHR, Luxembourg, 1991

EUROSTAT *Demographic Statistics*, 1993

EUROTECNET 'Trainer training in Europe: an overview of structures, contents and developments', Institute of Training and Development, Feb. 1992 (Unpublished document)

OECD *Regards sur l'education, Les indicateurs de l'OCDE* (Aspects of education, OECD indicators), Centre pour la recherche et l'innovation dans l'enseignement (CERI), Paris 1992

OECD *Regards sur l'education, Les indicateurs de l'OCDE* (Aspects of education OECD indicators), Paris 1993

OECD *L'enseignement dans les pays de l'OCDE: Recueil d'informations statistiques* (Education in OECD countries: collection of statistical information), Paris 1993

Germany

1 Introduction

Each year, some two-thirds of German school leavers undergo vocational training in the *dual system* – combining training in two places, the enterprise and a vocational school – whereas only around 10% of leavers go on to university. Within the dual system, different subject matter is taught at the two locations. Between them, they are designed to equip young persons for their subsequent occupation.

The on-the-job part of the training takes precedence, occupying three to four days of the week. It is geared primarily to developing practical proficiency and skills. Since the overwhelming majority of the trainees receive their training in small enterprises (Table 1), training takes place mainly on-the-job. Only large enterprises have special apprentice workshops and subject rooms, in particular for technical and industrial training. Theory lessons take place mostly in vocational schools on a part-time basis. These are supplemented by practical exercises in the school workshops, laboratories and practice rooms.

Apart from this training in the dual system, there is training at full-time vocational schools which leads to recognized occupational qualifications. Other courses may end in recognized vocational training qualifications while others again lead to a transfer into the dual system, or out of this system and into next-stage training courses.

Table 1: Percentage of trainees in different sizes of enterprise (Source: BIBB *Vocational training diagrams*)

Number of employees	Trainees (%)
1-9	27
10-49	25
50-499	28
500+	20

This form of vocational training in Germany is reflected in the figures for training and teaching personnel (Table 2). While the skilled workers have the technical competence, they lack the teaching qualifications to train. The training they undertake is not regarded as being 'proper teaching' but rather as an integral part of their occupation. Persons referred to as trainers, meanwhile, have occupational teaching qualifications in addition to their technical training (mostly in the occupation in which they do their training). These teaching qualifications are generally the outcome of a course amounting to a total of 120 lessons which ends with an examination. Only a very small number of these trainers train full-time, however, working partly as head trainers and partly in apprenticeship workshops or comparable institutions.

In general, the personnel involved in vocational training are influenced by the occupation for which the training is being provided. Their own occupational qualification – and often a continuing training qualification based on it (eg leading to a *master craftsman's certificate*) – is a prerequisite for their eligibility as trainers.

Table 2: Personnel in vocational training (Source: *BMBW Basic and structural data* 1992/93)

Group of people	Numbers
Teachers in the dual system (part-time schools)	38,832
Teachers at full-time schools	44,288
Trainers (overall)	664,000
Trainers (full-time)	43,090
Skilled workers providing training	>3,500,000

Teachers for theory lessons at vocational schools, by contrast, have completed an academic course of study – irrespective of whether they teach within the dual system or in other vocational schools. There are also practical training teachers who give practical lessons at vocational schools. Some of them work full-time, particularly in the school workshops where practical demonstrations are possible. Experienced workers are also active as trainers in a number of occupations. They pass on specific occupational knowledge for which there is often no suitable course at universities and colleges (eg in medico-technical or craft occupations). General regulations are virtually out of the question for this group of practical training teachers, although framework rules exist.

The majority of vocational training schools in Germany are state-run and the teachers are mainly civil servants. Special eligibility requirements apply to this group of people: to qualify for the status of civil servant, certain qualifications, a special post-qualification training period, and either German citizenship or citizenship of another Member State of the European Union are needed. Temporary exceptions are made, however, for subjects for which there are not enough qualified teachers.

With a few exceptions, continuing vocational training in Germany is not subject to any regulations. It is geared strongly to the steadily increasing requirements arising from the development of technology. The technical side of training tends to dominate for on-the-job trainers in view of their marked technical preference and integration into the work process. Teaching aspects tend to be more of interest to head trainers or full-time trainers. Further training for personality development is also provided. Each individual Land has set up differing continuing training structures for teachers at vocational schools with the aim of enhancing teachers' qualifications.

The adequacy of the dual system is presently being called into question by the need to meet various challenges. First, many young people feel that vocational training in this system takes them down a cul-de-sac, since a subsequent transfer to next-stage training courses requires a high level of personal commitment and there are limited prospects of promotion in the enterprises. This has led to a preference for full-time training courses either after, or instead of, dual vocational training with a view to a subsequent course of study at university or college.

Second, developments in on-the-job vocational training have led in recent years to the elaboration of new teaching and learning concepts that attempt to bring about a much closer integration of theory and practice. The impetus for these new concepts, which have their roots in cognitive psychology, has come from changes in workplace requirements. New work structures and complex technologies have focussed concentration on a wide range of what are termed key qualifications, eg co-operative capacity, creativity, self-regulation. This calls into question the tradition whereby theory is taught in one place and practice in another. Very different requirements are also being made of work itself and, therefore, of the qualifications of those involved in vocational training. On the one hand, on-the-job trainers must be capable of explaining the abstract conditions for and consequences of specific actions while, on the other, vocational school teachers in schools face the problems of the unknown contexts in which their theoretical subject matter will have a practical application.

Finally, there are clear indications of a very close dovetailing of further and continuing vocational training. Vocational training is no longer seen as the traditional conclusion of vocational education, but rather as the bottom rung of a continuous training ladder. This throws up a number of very basic questions about the relationships between work and training which have a direct impact on the status of initial vocational training. For vocational training personnel, however, this development provides a clear-cut profile of the target group. Many enterprise trainers are already involved in continuing training and tend to regard themselves as experts for certain subjects rather than as experts for a specific target group.

2 Initial vocational training

2.1 The education system in general

The following brief survey of the German education system is designed to facilitate an understanding of initial vocational training and how it fits into the overall system. Responsibility for education in Germany rests with the individual federal states or *Länder*, with the exception of extracurricular vocational training for which the national government is responsible.

General compulsory school attendance begins at the age of six. Pupils are required to complete nine years – in some Länder ten years – of full-time schooling. Compulsory school attendance beyond that stage may

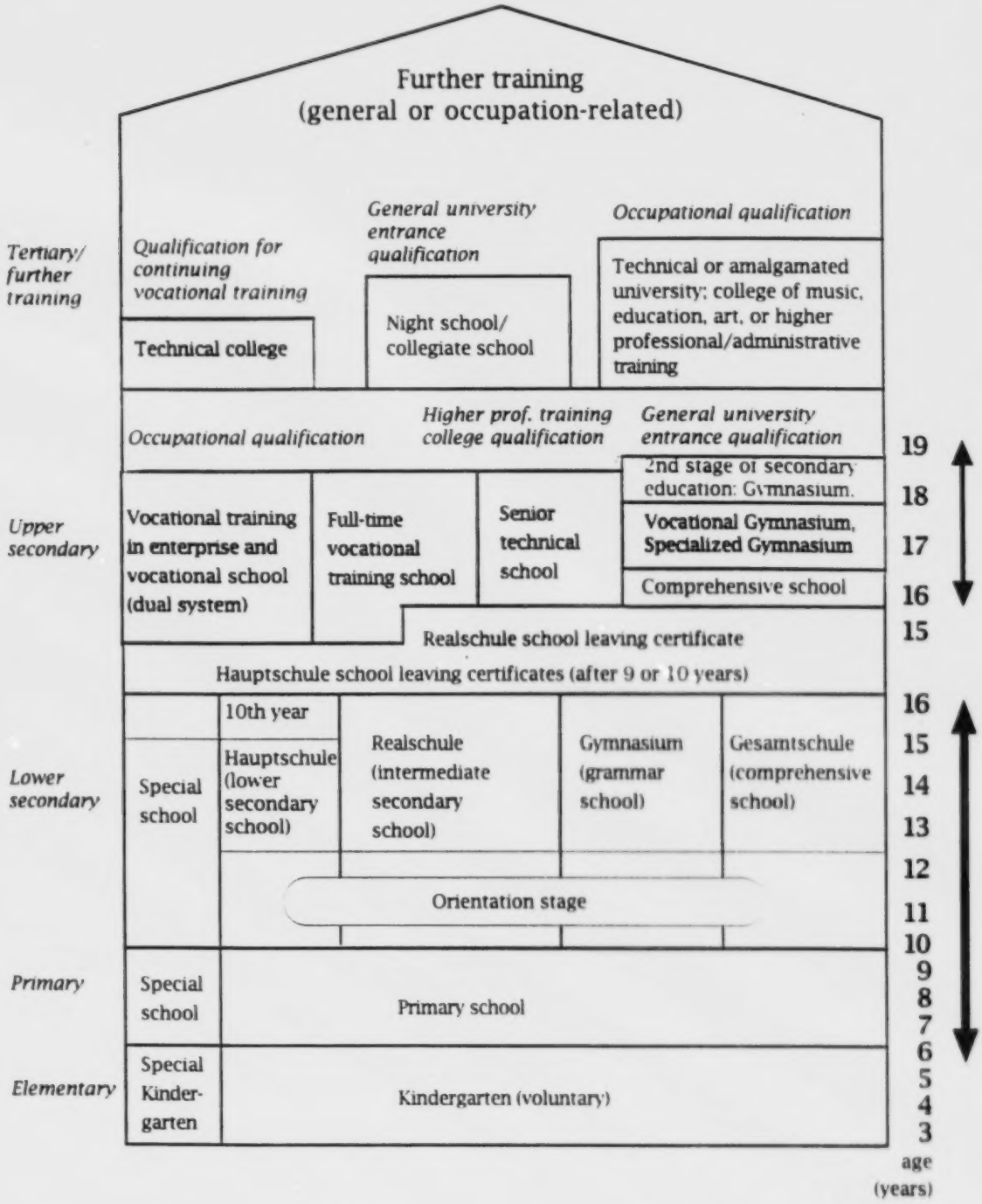


Figure 1: The education system in Germany (based on the KMK diagram, 1993); grey areas show vocational training.

be either at a full-time secondary school or at a part-time school within the dual system. In the case of the latter there are one or two days per week of lessons together with on-the-job training. Figure 1 (page 26) provides a simplified and schematic overview of how the education system in Germany is structured. Special features that occur only in individual Länder are not included.

Elementary and primary level

Pre-school education covers kindergartens, special kindergartens and nursery schools, attendance at which is voluntary and usually paid for by the parents. At primary schools, attendance is compulsory for all children in their first four years (in Berlin six years) of schooling.

Lower secondary level

At lower secondary level, there are many types of school. These are the *Hauptschule* (lower secondary school – 5th to 9/10th year of school), *Realschule* (intermediate secondary school – 5th to 10th year), and *Gymnasium* (grammar school – 5th to 10th year). In addition there are *Gesamtschulen* (comprehensive schools) which provide a combination of the courses given at the other schools. The first two years of secondary schooling mostly make up an orientation stage designed to give pupils support and guidance and provide interchangeability.

Successful completion of a Hauptschule entitles pupils to go on to certain secondary schools at which an intermediate school leaving qualification can be obtained. A Realschule leaving certificate and successful completion of the 10th year of schooling at a Gymnasium entitle pupils to go on to a *Fachoberschule* (senior technical school) or a *Fachgymnasium* (specialized Gymnasium). They can also transfer to the *gymnasiale Oberstufe* (upper level of secondary education).

The primary and lower secondary levels also incorporate special schools which provide compulsory full-time education for physically, mentally or psychologically handicapped children who are not capable of being taught or taught adequately in normal schools. The special schools include the *Realsonderschulen* (special intermediate secondary schools) and the *Gymnasialsonderschule*n (special grammar schools).

Upper secondary level

The upper secondary level comprises

- the upper level of the general Gymnasien and Gesamtschulen (11-13th year of schooling, in some Länder 11-12th), successful completion of which results in the *Abitur* (general university entrance qualification) and the right to a place at a college or university
- vocational training at a full-time school (full-time vocational school, supplementary vocational training school, senior technical school, vocational Gymnasium or specialized Gymnasium)
- vocational schools within the dual system of vocational training (part-time schools).

Tertiary level The tertiary level consists of the universities offering courses lasting at least four years, the colleges of education, the amalgamated universities, the colleges of art and the colleges of higher administrative training. In addition there are the colleges of higher professional training, which offer three- to four-year courses of vocationally oriented studies. Attendance at these colleges does not require the Abitur but only successful completion of the twelfth year of the senior technical school.

Further training Further training takes in both general and *further vocational training*; this covers anything from one-day courses to courses lasting several years for those training to become master craftsmen at technical colleges.

2.2 Initial vocational training

Initial vocational training takes place in the period between the end of attendance at schools providing general education (Hauptschule, Realschule, Gymnasium, Gesamtschule) and the acquisition of the qualifications required to take up employment following successful completion of vocational training.

Figure 2 (on page 29) shows initial vocational training both in the dual system and at vocational schools. The numbers in square brackets in the text below correspond to the labelling numbers in Figure 2. For example, initial vocational training concludes with an *occupational qualification* [4] which can be obtained following either on-the-job vocational training or full-time vocational school.

2.2.1 Training in the dual system

After their general schooling, most 15 to 19-year-olds in Germany take up vocational training in a *recognized training occupation* ie one of 373 occupations recognized by the Vocational Training Act (BBiG). This training is generally combined with instruction in a vocational school, with theoretical knowledge and practical skills taught both in the enterprises and at the vocational schools ie in the *dual system* [1]. This is the most frequent form of initial vocational training.

The emphasis here is on practical training in the enterprise. *On-the-job vocational training* [2] is designed to provide both basic vocational training and the specialized technical knowledge and skills required for a qualified occupation.

The task of the *vocational school* [3] is to provide general and technical training which takes on-the-job requirements into account. Lessons at vocational schools take place on one or two days a week or in phases (block teaching). Attendance at vocational school generally lasts as long as the training.

Training within the dual system is open to anyone: no special qualifications are required. Conditions for acceptance may vary from one enterprise to another. The duration of the training depends on the occupation (two to three-and-a-half years). Vocational training ends

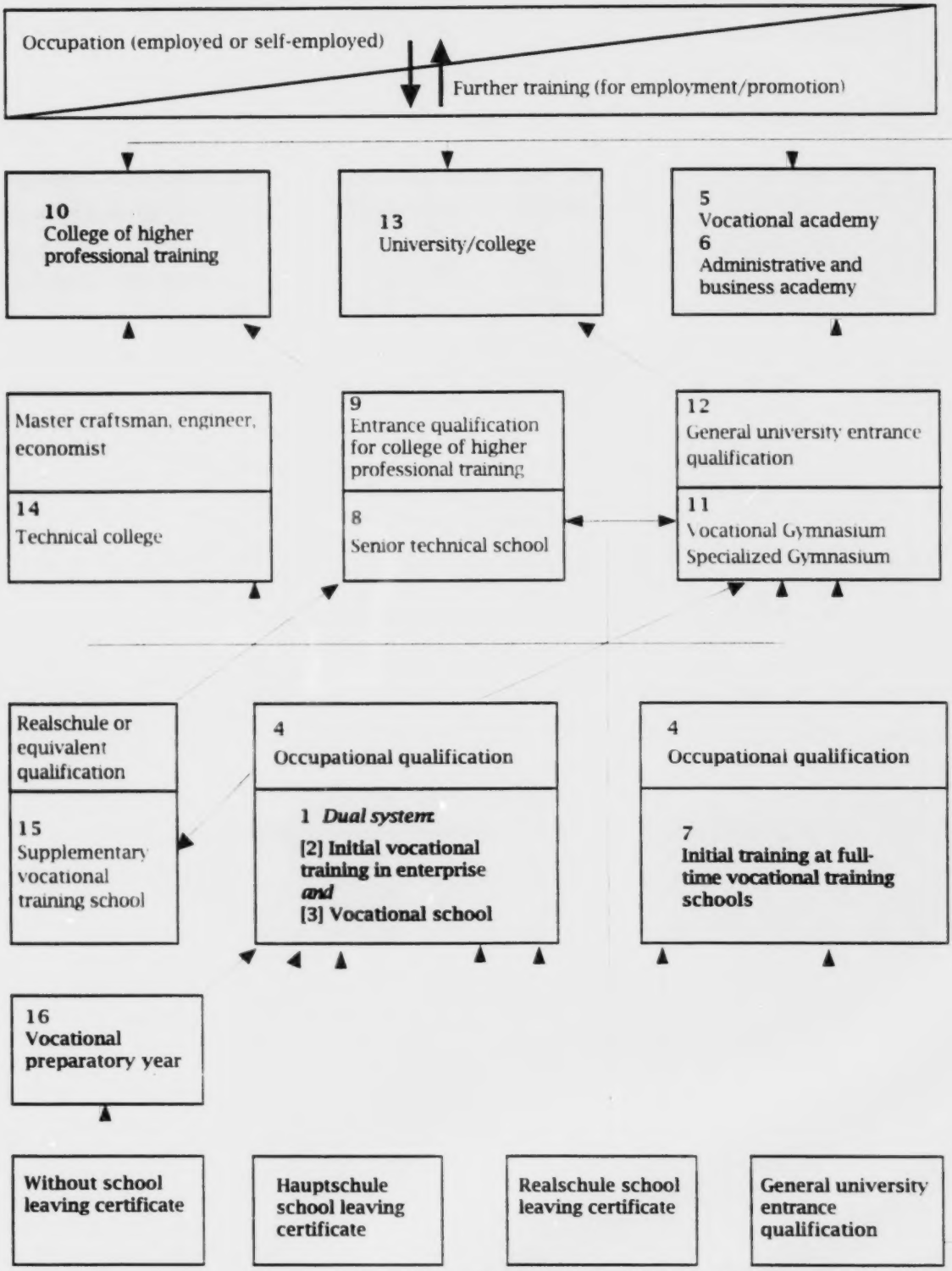


Figure 2: The vocational training system in Germany

(based on a diagram in Bundesanstalt für Arbeit/BW Bildung and Wissen Verlag und Software GmbH,1994)

Grey areas show where initial vocational training is possible.

with an *occupational qualification* [4] providing access to a wide variety of occupations and offering chances of promotion.

Not every enterprise has the requisite training facilities to teach the knowledge and skills needed for subsequent employment. Therefore, more and more training centres have been set up to provide those aspects of training that are needed in addition to on-the-job training.

Special training courses for those doing their Abitur are on offer in various fields of training (eg in banking). Theoretical training takes place in *vocational academies* [5] or *administrative and business academies* [6] and is accompanied by contractually agreed practicals. These courses, therefore, provide an alternative to purely theoretical studies.

2.2.2 Vocational training at school

In addition to vocational training within the dual system, there is also vocational training in full-time vocational training schools. Successful attendance at these schools often ends with not only an occupational qualification but also a general educational qualification entitling the holder to attend upper secondary schools (dual qualification).

Full-time vocational schools

Full-time initial vocational training is provided in particular at *full-time vocational schools* [7]. They provide courses lasting from at least one to three years. There is a very broad range of training on offer in these schools. There are full-time vocational schools for craft, commercial and artistic occupations as well as for occupations in the health service, in foreign language professions and many more besides. No prior occupational experience or vocational training is required for attendance at these schools.

One-year courses at full-time vocational schools generally provide basic vocational training either as preparation for or as an integral part of on-the-job vocational training. Two or three-year courses end with occupational qualifications eg radiological technician, commercial assistant, and often lead to higher level educational qualifications.

Health service schools

The *health service schools* are special educational establishments that generally have close ties with hospitals in terms of their organization and proximity. They provide both theoretical and practical lessons as well as practical training, enabling participants to qualify as nurses, midwives, physiotherapists and so on.

Training for *occupations in the social services* (eg educators, family nurses, old people's nurses) takes place in 'technical colleges'. These are not proper technical colleges but rather continuing training schools.

Senior technical schools

A pre-condition for attendance at *senior technical schools* [8] is a leaving certificate from a Realschule or a recognized qualification at the same level. Full-time courses here last for anything upward of a year – depending on the previous level of education attained – while part-time courses may go on for three years. Senior technical schools teach both

theoretical and practical subjects. Successful completion of a course ends with the *entrance qualification for a college of higher professional training* [9], entitling the person concerned to study at a *college of higher professional training* [10].

Vocational Gymnasien/ specialized Gymnasien

Vocational Gymnasien/specialized Gymnasien [11] eg a technical or business Gymnasium are grammar schools with an occupational orientation, attendance at which depends on successful completion of a Realschule or comparable qualification. They teach both general and occupationally related subjects. Their occupational emphasis (which sometimes involves additional practicals) means that they can cover some parts of vocational training or provide a qualification in a recognized occupation. Attendance for three years at such schools ends with a general or subject-related *university entrance qualification* [12], entitling the graduate to study at a *college or university* [13].

Technical colleges

Technical colleges [14] (eg master craftsmen's colleges, technicians' colleges) are geared to occupational specialization and the acquisition of further technical qualifications. Attendance at such colleges is conditional upon completion of a relevant course of vocational training and several years of occupational experience. (In some cases only extended practical experience is required.) Technical colleges do not form part of initial vocational training but of further vocational training. The training lasts between six months and four years depending on its nature and objective. Technical colleges enable students to qualify as master craftsmen or technicians.

Supplementary vocational training schools

Supplementary vocational training schools [15] are attended by young people who are undergoing or have completed their vocational training. They may be attending vocational school at the same time, or may already have finished vocational school. The general and theoretical training which they provide goes beyond what is required at vocational schools. It ends with a qualification equivalent to the Realschule school leaving certificate, entitling the holder to attend a *senior technical school* [8]. Courses last for 12-18 months at full-time schools and for three to three-and-a-half years at part-time schools.

Vocational preparatory year

Vocational preparatory year courses [16] are available for young people who have yet to fulfil the requirements for vocational training as well as for young people who do not have a Hauptschule school leaving certificate or are unemployed. The vocational preparatory year is a special form of basic vocational training which is designed to help the young people concerned to find an occupation and/or to integrate them into working life. These full-time courses do not end with any occupational qualification nor do they provide any general school education.

Young people can also attend a year-long basic vocational training course. During an educational *basic vocational training year* they are equipped with basic knowledge and skills as well as given general information about certain occupational fields. Pupils who have left the Hauptschule without obtaining a certificate can acquire that qualification

during the year. Successful completion of the year-long basic vocational training course may count in part or whole towards further vocational training within a certain occupational field.

2.3 Legal foundation of vocational training: on-the-job training

The right to introduce legislation about on-the-job vocational training rests with the national government. The Vocational Training Act (BBiG) lays down an extensive framework of conditions in recognized training occupations, and regulates vocational training in training enterprises. It determines the establishment of *responsible bodies* which advise on and monitor training.and provide advice and support for trainers and trainees. The responsible body for vocational training in most sectors is the respective chamber (eg chamber of commerce, chamber of crafts, chamber of agriculture or general medical council).

Crucial in the sphere of crafts is the *Craft Code* (HwO). Its provisions supplement those contained in the Vocational Training Act with respect to vocational training in crafts. The HwO lays down, for instance, that master craftsmen can run their own craft businesses and are allowed to train trainees (apprentices).

The *Employment of Young Persons Act* (JArbSchG) contains protective clauses for trainees and young workers under the age of eighteen, eg on working hours, adequate holidays, and the obligation for employers to give young people sufficient time to comply with legal school attendance requirements.

The *Staff Committee Constitution Act* (BetrVerfG) applies to on-the-job vocational training (and by extension, therefore, to the training of apprentices), as well as to the co-determination rights of the staff committee and the youth committee with regard to support for, and the implementation of, on-the-job vocational training measures.

Legal foundation of vocational training: school training

While the national government is responsible for initiating legislation on extracurricular on-the-job vocational training, responsibility for educational training rests with the Länder. The entire school system, including vocational schools, falls within their jurisdiction. Each Land passes its own education and school attendance laws. This leads in part to considerable differences in the way in the elaboration and content of curricula. However, the Standing Committee of the Ministers of Education and Cultural Affairs (KMK) set up by the Länder ensures that there is co-ordination on important aspects. The requirements for school leaving certificates have been agreed between the Länder to ensure their validity throughout the country. Framework curricula are drawn up for the educational part of dual vocational training which dovetail with the vocational training syllabus.

2.4 Occupational fields

In the dual system, the trainees are trained in officially recognized training occupations. For each of these occupations there are *vocational training rules* which are passed by the responsible Land minister

after agreement has been reached with the Federal Minister of Education and Science. They contain the minimum criteria for the planning and organization of training.

The national government, the Länder, and the social partners (management and labour) co-operate closely in stipulating which are to be the training occupations. In doing so they bear in mind the needs of the labour market. There are currently 373 officially recognized training occupations. They are allocated to the following *training areas*: trade and industry (including banks, insurance companies, hotel and catering, transportation), crafts, agriculture, civil service, maritime shipping and the professions (lawyers and notaries, patent lawyers, tax advisers, tax representatives, chartered accountants, doctors, dentists, veterinary surgeons, pharmacists).

The recognized training occupations are allocated to the following *occupational fields:*

- business and administration
- metalworking
- electrical engineering
- construction
- woodworking
- textiles engineering and clothing
- chemistry, physics and biology
- printing
- colouring, dyeing and interior design
- personal hygiene
- health
- nutrition and domestic science
- agriculture

Each training occupation within the dual system is assigned to one of these occupational fields. There is a considerable degree of conformity among most training occupations as regards basic vocational training, ie the first year of training. This guarantees, for instance, that the *basic vocational training year* can count, in part or in whole, towards the training time in a relevant occupation.

2.5 Examinations

2.5.1 Examinations in the dual system

The respective vocational training rules determine the content of the final examination within the dual system. The Vocational Training Act lays down that the task of holding examinations rests with the responsible bodies which, therefore, have a public law task to perform. For each training occupation, they set up one or several examination boards which generally consist of two representatives each from management and labour as well as a vocational school teacher.

As a rule, the final examination is divided up into a proficiency test and a knowledge test. The aim is to establish whether the examinees have the required proficiency and the necessary theoretical knowledge and practical skills and whether they are familiar with the key aspects of the syllabus taught in the vocational school. Vocational training rules have

recently come to include an additional test of the work process. In training occupations for metalworking and electrical engineering, for instance, samples of work have to be produced under supervision with the process being subjected to evaluation.

After completing the final examination, the examinees receive three different certificates. First is the skilled worker's certificate, certificate of apprenticeship, or the commercial training certificate. Issued by the responsible body, it attests that the examinees have obtained the qualifications laid down for their training occupation. Successful completion of their training is required for them to be employed as skilled workers, qualified craftsmen or assistants and to receive the corresponding pay laid down in collective agreements. Moreover, this qualification is a condition for them later to become master craftsmen (after several years of occupational experience or by passing the master craftsman's examination) or to attend a further technical training college.

The second certificate, issued by the training enterprise, describes the nature, duration and objective of the vocational training as well as the knowledge and skills that were acquired during training. It may also include, on request, an assessment of the examinee's conduct, performance and special technical skills. This certificate is of particular importance in the event of a change of employer.

The third certificate is issued by the vocational school. Depending on the examinee's performance and the educational provisions in the respective Land, it can also attest qualifications entitling the holder to go on to further training or education (eg Hauptschule or Realschule school leaving certificate).

2.5.2 Examinations at schools

Laws enacted at the federal or Land level regulate occupational training that takes place at schools. Given the very varied rules for vocational training and examinations, they cannot be explained here.

The final examinations generally consist of a written, a practical, and an oral part. A pass entitles the successful candidate to hold the corresponding occupational title eg officially qualified nurse.

2.6 Statistics

Table 3 (page 35) shows the distribution of trainees among different areas. Note that the 1985-91 figures refer to former West Germany, whereas those for 1992 include also former East Germany. The civil service figures exclude trainees whose occupations are registered with other bodies.

Table 3: Trainees by training area (in thousands, 1985-1992), *source: BMBW Basic and Structural Data 1993/94*

	1985	1990	1991	1992
Trade and industry	874.6	756.4	734.3	841.6
Crafts	687.5	486.9	460.4	553.4
Agriculture	53.4	29.7	27.4	33.0
Civil service	72.6	63.4	61.8	71.4
Professions	131.5	130.3	137.4	154.6
Domestic science	10.6	9.7	8.3	12.1
Maritime shipping	1.1	0.4	0.5	0.6
Totals	**1831.3**	**1476.9**	**1430.2**	**1666.6**

3 Trainers and teachers in initial vocational training

3.1 In the dual system

There is no legal definition of what constitutes a 'trainer' in Germany. As a result there is neither a protected occupational title nor an occupational profile. This is because training generally forms part of the work process and is, therefore, subject to very different structures. The overwhelming majority train part-time, not full-time. Many skilled workers reject the term *trainer*, even though they frequently – and in some cases regularly – instruct trainees at their workplace.

Instead of defining any group of *trainers*, the Vocational Training Act regulates the activity of *training*. If an enterprise wishes to provide training, either the owner carries out the training or a member of staff is officially nominated as a trainer. This nomination is verified by and registered with the appropriate responsible body (see section 4).

Trainers must have the required technical qualification to train. They must have trained for the occupation in which they are to act as trainers or have a comparable qualification. Moreover, they will only be registered as trainers if they have an examination pass documenting their occupational and work teaching qualifications. The skills required for this purpose can be obtained in special courses. They also form part of some further training courses (eg master craftsman's courses).

3.1.1 On-the-job trainers

The trainer in a training enterprise is the person responsible for carrying out the vocational training ie the person who is mainly and directly involved in the vocational training and bears the appropriate responsibility. This can be the recruiting employer (the provider of training) or a person expressly engaged or appointed for this purpose (the trainer). Only persons with the personal qualities and occupational aptitude are allowed to work as trainers. Further details are contained in the Trainer Aptitude Regulations. Trainers are registered with the responsible body.

Trainers have a key role to play in initial vocational training in that they bear responsibility for the proper conduct of on-the-job vocational training that meets the required standards and complies with occupational teaching requirements. It is on their technical and teaching skills and their personality that the technical and social qualifications obtained by the trainees in the various occupational spheres very largely depend. In addition to imparting their knowledge to trainees, developing their skills and increasing their proficiency, the trainers also pass on their occupational experience. Their responsibility extends not only to the technical, but also to the personal, development of the trainees.

Trainers are responsible, too, for contacts between the enterprise and careers guidance services, vocational schools, training centres, vocational training support bodies (chambers, associations, organizations, authorities) and the trainees' parents. The wide range of tasks that are bound up with on-the-job vocational training can be demonstrated by taking a small and a large enterprise as examples.

In a small enterprise, the owner is mainly responsible for vocational training. He makes his selection from the applicants, ensures adherence to contractual stipulations, and is involved in the training himself to the extent that his work schedule will allow. Very often, however, he will delegate responsibility for the trainees to individual skilled workers who perform work that is typical of the occupation or who are regularly involved in such activities at their workplace. These workers, therefore, take charge of the planning and carrying out the vocational training. Specific instruction, however, will mostly be in the hands of experienced skilled workers in conjunction with the work they are performing.

In a large enterprise, training is organized by a training unit which is often subordinate to the personnel department. The head of training does not normally do any training himself, but is responsible for the organization and running of the unit. In apprenticeship workshops and training offices, full-time trainers are employed to provide systematic basic training, which includes explaining the theoretical background. As they proceed further along their course, the trainees 'do the rounds' ie they spend extended periods in the enterprise at selected workplaces where they receive practical instruction. In small enterprises this is given by skilled workers who in some cases also have the work and occupational teaching qualifications of a trainer.

The distinction between these two organizational forms is blurred. In large enterprises there are many different organizational models. The time trainees spend in apprenticeship workshops also varies. The current trend is to make more systematic training use of the learning opportunities at workplaces within the enterprise and thus to reduce the size of centralized training institutions. In commercial occupations workplace training has always predominated, even in large enterprises. Most of those involved in on-the-job training can be allocated to one of three groups, described overleaf.

Trainer or foreman-trainer

The providers of the on-the-job part of vocational training in recognized training occupations are the trainers or foreman-trainers. In addition to their occupational and technical qualifications (mostly in the occupation in which they carry out training) they also have occupational and work teaching qualifications which they have acquired by attending special courses and seminars for trainers. Most trainers often train several trainees at the same time as doing their own work. Their enterprise registers them with the responsible body as trainers. In some cases they are responsible for providing training in a certain occupation.

Head trainers

The responsibility of the (mostly full-time) head trainers ranges from the planning of training to arranging large-scale training projects. They are also increasingly responsible for the further training of skilled workers at the enterprise, assuming that in-house courses are arranged. In some cases the head trainers have obtained the same occupational teaching qualifications as the trainers have. That always applies if they are appointed as responsible trainers for certain occupations. They mostly have university or higher professional training college qualifications. However, there is no specific academic training for trainers in Germany, which means that active trainers can have taken technical, economics, teaching or psychology courses.

Skilled worker-trainers, on-the-spot trainers, qualified craftsman-trainers

Titles for this group of people vary from enterprise to enterprise. Most of these skilled workers do not have any officially recognized occupational teaching qualifications and even if they do, they are not registered with the responsible body as trainers. However, they bear a high degree of responsibility for practical instruction, for which they can rely on their technical competence and the way in which their workplaces are structured. The task of these 'on-the-spot trainers' is to explain the training elements that are specific to their department by giving the trainees a practical demonstration of their work (eg a book-keeper explains to a trainee how to enter various book-keeping operations in the books). The trainees are trained by skilled workers or specialists under the supervision of a foreman/master craftsman or trainer/head trainer.

The responsible bodies assess the suitability of training enterprises for training and lay down regulations about numbers eg

- part-time trainers must not be responsible for more than three trainees
- full-time trainers must not be directly responsible for training more than sixteen trainees in a single group
- three skilled workers involved in the work process must be responsible for each trainee.

Income

No general statements can be made about the income of trainers because there are too many individual factors involved. Previous training, the qualifications obtained, the areas of work, and the responsibilities of trainers are just some of the aspects that help to determine their income.

Remuneration for training at the place of work does not generally entail separate payment even in the form of bonuses. Full-time trainers are often integrated into the wage structure in the same way as their non-training colleagues who have purely technical tasks to perform.

3.1.2 Teachers at vocational schools

Teachers at vocational schools are responsible for the educational part of vocational training. They can be divided into two groups:

a) teachers giving theory and general job-related lessons, who have the title of 'senior grade teachers for theoretical training at vocational schools'

b) teachers giving practical lessons eg in school workshops, builder's training yards, business training offices, school kitchens, laboratories, demonstration workshops, who have the title of 'practical training teachers in the vocational education system'.

Teachers giving theory lessons

Senior grade teachers have completed a course of studies in two subjects, one often general and the other occupational or technical. Within the system of dual vocational training they are responsible for educational training at the vocational school. As a rule, senior grade teachers give lessons in the theory of a vocational subject and in a general subject. The qualification for a teaching appointment of this kind is a course of study followed by an examination for a senior teaching appointment and a two-year post-qualification teacher training period. Acceptance for a place at university or college depends on a general university entrance qualification and a practical experience lasting several months or a vocational training qualification.

Tasks

A senior grade teacher's task is a) to consolidate and extend the general knowledge the trainees need for their future occupation and b) to provide the theoretical knowledge that is of direct relevance for this occupation.

A teaching appointment at a vocational school presumes sound technical knowledge and very good pedagogical, methodological and didactic skills. The teacher must be capable of imparting knowledge of sciences relevant to the subject being taught to the trainees (eg technology, natural sciences, domestic sciences) in a manner that is both vivid and comprehensible. Precise information on vocational practice is also required to enable the teacher to draw on the occupational experience of trainees and to assess the practical impact of the vocational theory that is being taught. In addition, a vocational school teacher must be aware at all times of the state of the art and occupational experience in the subject he or she is teaching, and be up to date on the latest teaching methods and resources.

Teachers at vocational schools mostly give lessons in the subjects in which they have specialized during their studies, for instance, in the case of construction, woodworking and plastics technology. It is often

the case, however, that they also have to familiarize themselves with subjects for which there is no academic course of study (eg product analysis for retail traders). Vocational school teachers also give general lessons. At almost all colleges and universities, therefore, they are able, and may be obliged, to obtain a teaching qualification in these subjects. Teachers from some schools providing general education also teach these subjects.

Teachers at vocational schools are generally civil servants. Their pay is based on the remuneration laws passed by the individual Länder. University or college-trained teachers employed at vocational schools are classified as senior grade teachers in all the Länder and are paid in accordance with remuneration group A13 (vocational school teacher).

Income

As a rule, teachers attain the seniority level of a senior vocational school teacher (A14) as a result of their professional experience. The levels of deputy principal (A15) and principal (A16) belong to management positions (head of department or head of school). Civil servants' pay depends not just on their salary grade but also on their years of service and marital status. With regard to the examples in Table 4, readers should know that (as of 1993) civil servants have only minimal deductions from their gross salary.

Table 4: typical gross monthly salary scales for vocational school teachers (civil servants)

Salary scale	Grade	Single, childless	Married, 2 children
A13	2	DM 4620 ECU 2381	DM 5080 ECU 2619
A14	4		DM 5805 ECU 2992

Teachers giving practical lessons

In addition to university-trained teachers for theory and general lessons, vocational schools also employ subject teachers for practical lessons. Since each individual Land is responsible for its own training and recruitment regulations for practical training teachers, these regulations vary.

To be able to give practical training lessons and work as trainers, practical training teachers must generally have a Realschule school leaving certificate or comparable, and a vocational training qualification. They also require a master craftsman's certificate or a training college qualification (eg master craftsman or officially qualified technician). Some subject teachers are graduates of higher professional training colleges (eg graduate engineers). A further condition is at least two years' occupational experience followed by practical and theoretical educational training.

In contrast to senior grade teachers, practical training teachers in the vocational education system are salaried employees or senior civil servants in the service of the Land. In some Länder they are in the service of urban or rural districts, which act as school administrative bodies, or they work as salaried employees in a comparable position.

Tasks There are no regulations in the individual Länder for the activities of practical training teachers in the vocational education system nor in vocational schools. According to the 'Framework Agreement on Training and Examinations', they are individually responsible for the practical lessons they give. Their prime task is to supplement the vocational training and work carried on in the enterprise and to instil in the trainees the necessary technical knowledge and skills. A further key activity is their involvement in preparing and carrying out experiments as part of, or as a supplement to, theoretical lessons.

Practical training teachers must have excellent technical knowledge and be well informed about the vocational training for which they are responsible. They also require practical, pedagogical and psychological knowledge and skills. They must be able to explain economic and technical matters using teaching methods that are appropriate to the trainees' stage of development. In view of the steadily increasing demands being made in a wide variety of training occupations, subject teachers must remain abreast of technological developments in their field, keep up-to-date with the latest findings in teaching and psychology and adapt their lessons and practical demonstrations accordingly.

In addition to these subject teachers there are many skilled workers who are active on a part-time basis or as fee-paid teachers. They are responsible for practical training that is not provided in other forms of qualification eg in a number of craft occupations, doctors' and dentists' assistants, lawyers' and notaries' assistants etc.

Income Practical training teachers in the vocational education system are classified as senior civil servants or as salaried employees in comparable grades of the German Statutory Remuneration Agreement, in accordance with legislation on public officials' pay in the individual Länder. A number of sample incomes are given in Tables 5 and 6; the figures show gross salaries (as of 1993).

Table 5: gross monthly salary scales of practical training teachers (salaried employees)

Salary scale	Age	Single, childless	Married, 2 children
Vb	27	DM 3370 ECU 1737	DM 3830 ECU 1974
IV	31	DM 3950 ECU 2036	DM 4420 ECU 2280

Table 6: gross monthly salary scales of practical training teachers (civil servants)

Salary scale	Grade	Single, childless	Married, 2 children
A9	4	DM 3200	DM 3700
		ECU 1650	ECU 1907
A10	4	DM 3500	DM 4000
		ECU 1804	ECU 2062
A11	4	DM 4130	DM 4600
		ECU 2129	ECU 2731

3.2 Teachers at full-time vocational schools

Full-time vocational schools and vocational schools employ both senior grade teachers with a teaching qualification for vocational education subjects (who also give lessons in theory and general subjects) and also practical training teachers for practical lessons. More details are given in section 3.1.2.

3.3 Statistics

Table 7 shows the number of trainers who operate in different training areas. Note that the 1985-91 figures refer to the former West Germany (plus East Berlin), whereas those for 1992 include also former East Germany.

Table 7: numbers of trainers (in thousands) who operate in different training areas (1985-92) Source: *BMBW Basic and Structural Data*, 1993/94

	1985	**1990**	**1991**	**1992**
Chamber of industry and commerce	349.0	288.5	285.4	313.3
Agriculture	35.3	20.0	18.8	19.5
Civil service	30.4	30.5	29.6	32.1
Professions	83.0	87.5	90.0	99.0
Domestic science	7.5	6.0	5.2	5.0
All areas	**505.3**	**432.6**	**429.1**	**468.9**

Table 8 shows the numbers of teachers working in various vocational schools at upper secondary level; note that full-time teachers and part-time teachers are expressed as full-time teacher equivalents. Note also that the 1985-91 figures refer to the former West Germany (plus East Berlin), whereas those for 1992 include also former East Germany.

Table 8: numbers of teachers (full-time equivalents) working in various vocational schools (upper secondary level, 1985-92) *Source: BMBW Basic and Structural Data*, 1993/94

Type of school	1985	1990	1991	1992
Vocational schools	37.1	36.7	37.2	45.7
Preparatory voc. training year	3.4	3.2	3.3	4.1
Basic vocational training year	6.8	5.8	5.4	5.2
Supplementary vocational training schools	0.6	0.6	0.6	0.5
Full-time vocational training schools	23.6	20.9	20.6	21.6
Vocational technical secondary schools	0.3	0.5	0.5	0.5
Senior technical schools	4.4	4.9	5.0	9.6
Specialized Gymnasien	4.8	5.2	5.5	9.8
Technical colleges	5.8	7.4	7.8	20.3
Technical vocational academies	0.9	1.0	1.0	1.1
Collegiate school Nordrhein-Westfalen	1.9	2.5	2.7	3.0
Totals	89.5	88.7	89.6	121.3

4 Regulations for the training of trainers and teachers

4.1 In the dual system

4.1.1 On-the-job trainers

All the relevant regulations designate persons responsible for vocational training in enterprises as providers of training or as trainers. Given the technical requirements, vocational training is mostly carried out by skilled workers who know these occupations from their own vocational training and experience or work. According to the Vocational Training Act, trainers must have the 'personal and occupational aptitude' while providers of training (ie enterprise owners who do not themselves perform training) must have the personal aptitude.

Personal aptitude on the part of trainers normally obtains if they do not constitute any foreseeable personal, moral or physical threat to the trainees and they are not guilty of any serious or repeated violations of the Vocational Training Act or other relevant laws and provisions.

Occupational aptitude refers both to the vocational and the occupational and work teaching qualifications of the trainers. Occupational suitability, which is always bound to a specific training occupation, generally involves

- a master craftsman's certificate in craft trades
- a master craftsman's certificate in a non-craft occupation or a qualification certificate in a corresponding training occupation
- a licence to practise in the professions (in particular as lawyers and doctors).

Occupational and work teaching aptitude is governed by the Trainer Aptitude Regulations for the various branches of the economy. In essence, these are examination regulations concerning certification of occupational and work teaching skills. Parallel provisions also apply to some continuing training regulations eg the rules concerning master craftsman's certificates. There are no such requirements for the professions mentioned above or for Land civil servants.

In the light of a recommendation issued in 1992 by the Executive Committee of the German Institute for Vocational Training, preparations for these examinations are undertaken on the basis of a *framework curriculum*, developed in parallel with the training courses. This envisages the contents of the Trainer Aptitude Regulations being explained, problems handled and the requisite action generated during a course lasting at least 120 hours. In order to specify and elaborate on the relevant regulations foreseen in the Vocational Training Act and Trainer Aptitude Regulations, the German Committee for Vocational Training has drawn up a framework curriculum for the acquisition of occupational and work teaching skills.

The framework curriculum goes into more detail on the content of the Trainer Aptitude Regulations, but restricts itself – as do the Regulations themselves – to the minimum requirements made of trainers today. It is divided into four areas:

- basic issues of vocational training
- planning and implementation of training
- young people undergoing training
- legal foundations.

Given the nature of these legal provisions, there are no stipulations as to the manner in which future trainers must acquire their knowledge. Admission to the examination is dependent upon

- personal aptitude
- successful vocational training in a recognized training occupation (or an alternative certificate of vocational skills)
- at least four years' occupational experience in the training occupation
- a minimum age of 24 years.

The examination consists of a written and oral part as well as a demonstration of teaching skills. The written examination generally lasts for five hours and covers the areas listed above with the exception of the basic issues. These are dealt with in a 30-minute oral test. As a rule, the teaching demonstration should last at least 15 minutes and deal with matters related to the examinee's sphere of activity. The method used in the demonstration is left to the examinee. However, the examining committee must be informed well in advance.

Overall, the relevant regulations are similar to those at the end of vocational training. The examining boards are set up by the respective responsible body. The trainer examinations are likewise regulated and on a par with other public examinations covering the same material.

The Trainer Aptitude Regulations largely parallel those for trade and industry in terms of the occupational and work teaching skills which trainers are required to demonstrate. There are, however, variations in respect of craft occupations. Here there are no Trainer Aptitude Regulations since training is conditional upon a master craftsman's certificate. The regulations on the master craftsman's examination in crafts, however, contain the same requirements for Part IV of this examination as for other areas of the economy. There is, nevertheless, a specific framework curriculum for crafts on which the respective courses are based.

Given the marked craft orientation that applies in this sphere, the work of a trainer is bound to the occupation. This means that if an industrial enterprise wishes to provide training in a craft occupation (eg a motor vehicle mechanic to maintain its fleet of vehicles), the craft requirements apply. It is not enough in this instance to provide a skilled metal worker with a qualification as trainer: a motor vehicle mechanic must be available.

4.1.2 Teachers at vocational schools

Teachers giving theory lessons

As a rule, teachers at vocational schools – like teachers at other state schools – are permanent civil servants. Their training and careers are determined by state training and career guidelines. In the relevant *framework agreement* (October 1973), the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) of the Länder laid down general principles regarding the basic structure of training and examinations as well as the subjects to be taught in the vocational education system.

In adopting this framework agreement, the KMK attempted to ensure conformity in the training of teachers. The aim was to standardize the training of teachers at vocational schools which in the past had been geared separately to the four established areas (industrial and technical, domestic science and nursing, agriculture, commercial). This framework agreement has been fleshed out in very different ways in the individual Länder, however. Courses, therefore, often vary considerably from one Land to another and, indeed, from one college or university to another. This applies to the authorized subjects (and their combinations), to the practicals that have to be undertaken, and to the content and duration of studies.

The framework regulations envisage teachers who have successfully completed a course of studies leading to an upper secondary level teaching appointment being employed in the vocational education system. As of 1994, they could choose between the following subject areas: metalworking, electrical engineering, construction, graphic design, design, textiles engineering and clothing, biological engineering, chemical engineering, economics, administration, dietetics and domestic science, agriculture and horticulture, social sciences. These subject areas are adapted to the needs of the labour market. A pilot scheme for the 'nursing/health' subject area has been launched in Bremen, for example. These subject areas are supplemented by special

subject fields as part of an in-depth course of study (eg production engineering as part of the subject area of metalworking).

All these courses of study have a theoretical bias and are generally supplemented by a general subject as well as by additional compulsory studies in educational science. Although these are university courses, the final examination (First State Examination) is the responsibility of an examination committee of the education authority. There follows a two-year post-qualification practical training period comprising supplementary seminars, supervised and non-supervised lessons. This practical training period falls within the responsibility of the education authorities and does not form part of university or college training. Trained teachers have a legal right to be accepted initially but are not definitively integrated into the teaching profession until after they have passed their Second State Examination.

Teachers giving practical lessons

Since there are no uniform career regulations for this group of teachers, the KMK of the Länder in Germany issued 'Framework Rules on Training and Examinations for Practical Training Teachers in the Vocational Education System' in July 1973 which apply to teachers giving practical lessons in the vocational education system. This decision provides the foundation for uniform training and examination rules in the vocational education system and for a subsequent uniform salary grading.

Since 1973, the Länder have revised and reorganized their career, training and examination regulations for practical training teachers on the basis of these framework rules. Not all Länder had completed their new training and examination rules by 1994, however.

4.2 Teachers at full-time vocational schools

Since teachers at full-time vocational schools are identical with teachers at vocational schools, the same legal foundations apply (section 4.1.2).

5 Training programmes for trainers at national level

The training of trainers forms part of continuing vocational training since it builds on a previous qualification. Further vocational training in Germany is largely unregulated, however: a systematic market orientation is thought to be the best way to meet the demands of the economy.

In view of this concept, national programmes have been launched with the aim of providing an initial impetus, but they have a limited timescale. After the Trainer Aptitude Regulations for trade and industry came into force, a distance learning course financed by the state was transmitted during educational broadcasts on television. A programme entitled 'Training personnel in eastern Germany' was shown in 1994 to help fill the training gap in the new Länder.

BEST COPY AVAILABLE

Many trainers work on examination boards conducting final examinations within the dual system. The Federal Minister of Education and Science grants annual allowances for the training of members of these examination boards. These are designed to encourage both sides of industry, which nominate these members, to organize further training for themselves.

6 Training paths leading to the occupation of trainer

6.1 In the dual system

6.1.1 On-the-job trainers

The description above emphasises that, while 'training' constitutes a quantitatively significant activity in enterprises and administrative bodies, the term 'trainer' as a specific occupation does not define any clearly limited group of people. School leavers can learn to become motor vehicle mechanics or bank clerks, for instance, but they cannot learn to be 'trainers'.

However, if a person has undergone vocational training within the dual system and has gained subsequent occupational experience, s/he can take part in a course designed to provide aptitude for occupational and work teaching in accordance with the AEVO; this is one means of obtaining occupation-related further training. The fact that a qualification of this kind forms an integral part of other further training qualifications (eg that of a master craftsman) acts as an added incentive. These qualification opportunities provide a realistic further vocational training perspective for workers who do not have a university entrance qualification (Abitur). The wish to become a full-time trainer may not be an immediate consideration, applying only to a minority. The prospect of being able to assume training functions as part of the occupation for which one has qualified is, nevertheless, an ingredient in individual career planning.

In addition to the required technical qualifications, candidates for positions as trainers should have personal qualities such as an above-average ability to co-operate and communicate, a willingness to pursue further training, a capacity for self-criticism, and an enthusiasm for innovation.

6.1.2 Teachers at vocational schools

Teachers giving theory lessons

In contrast to the situation of trainers in enterprises, the training of senior grade teachers at vocational schools is based on the training and career guidelines of the individual Länder. Leaving aside the differences between the various Länder in respects such as the duration and contents of courses, the training path for teachers is determined in advance.

Prospective teachers generally qualify for a place at college or university by attending a grammar school, a comprehensive school or evening classes. Before beginning their studies at university, they acquire the

prescribed experience by undertaking a practical experience lasting several months or by undergoing vocational training.

The training path from there to the Second State Examination is determined by the legal provisions described in section 4.2. The situation (peculiar to Germany) that teachers are generally civil servants influences career patterns and the paths taken by teachers at all types of school. The prospect of being fully integrated into the teaching profession at the end of their training, combined with the job security that attaches to civil servant status, are key factors in their choice of occupation. At the same time, however, this prevents an alternation between the two teaching locations in the dual system which would certainly be desirable.

Teachers giving practical lessons

Applicants without a university entrance qualification can also become practical training teachers. The careers of practical training teachers may vary. In many cases, the start of vocational training following attendance at a general school (for which a Realschule school leaving certificate or comparable qualification is required) lays the ground for a teaching job at a later stage. After completing their vocational training and acquiring occupational experience over a number of years, many of those who later become teachers go on to a technical college in order to qualify officially as technicians; alternatively they may attend a master craftsman's college and sit the master craftsman's examination held by the responsible body.

Apart from technicians and master craftsmen, graduates of higher professional training colleges can also qualify for a career as a practical training teacher. Supplementary courses provide them with access to senior grade teaching appointments at vocational schools, too. A course of study at a higher professional training college generally lasts for a minimum of eight semesters. That includes one or two semesters of practical training or industrial experience.

6.2 Teachers at full-time vocational schools

The training paths for teachers at full-time vocational schools are identical with those at vocational schools.

6.3 Examples of personal training paths

A master carpenter in his own training enterprise

"Having acquired my general university entrance qualification after attending a grammar school for nine years, I first thought of going to university but then opted for vocational training instead. Training for carpenters lasts for three years and is divided into two stages.

The first stage lasts two years. The first year of training incorporates basic training in the occupational field of construction. In addition to providing basic skills and knowledge it gives you an overview of the

work involved and the occupations available in the building trade. I received on-the-job training at the enterprise and teaching in block form (for a total of 20 weeks) at the vocational school. The second year of training provides vocational training with specialization in a certain area. I chose carpentry. In the second year,too, on-the job training was accompanied by educational training at the vocational school. At the end of the third year I completed my training by taking my final examination as a carpenter, which was held by the Craft Chamber. Having passed the exam, I was entitled to work as a carpenter.

The enterprise in which I had received my training continued to employ me after my vocational training contract ended. Having obtained sufficient practical experience after the minimum period of three years, I decided to sit the master craftsman's examination. The theoretical knowledge that is required for the master craftsman's examination can generally be obtained by attending a master craftsman's college. I attended a master craftsman's college (full-time) for about six months in order to be able to take the master craftsman's examination in carpentry.

If you pass the master craftsman's examination you are entitled to run your own craft business and to train apprentices. The occupational and work teaching skills required by the Trainer Aptitude Regulations are taught during the master craftsman's training. After passing the master craftsman's examination I set up in my own craft business and currently employ seven staff, two of whom are trainees."

An engineer as a trainer in an enterprise

"Having attended Hauptschule and obtained the corresponding school leaving certificate, I decided to go in for vocational training in the industrial/technical sphere. After completing three years of training in the dual system (enterprise and vocational school) I took my final examination as a mechanical engineer. In order to increase my chances on the labour market I attended a full-time supplementary vocational training school for a year and obtained my technical college entrance qualification.

I then worked for three years as a mechanical engineer in a large enterprise. In view of my vocational training and practical experience I was able to undertake further training at the technical training college where officially qualified technicians are trained in various subject areas either full-time or part-time. I chose to attend full-time and took my final examination after two years of training. Having passed the examination, I was entitled to hold the occupational title of *officially qualified engineering technician.*

At the same time as I was undergoing training at the technical college I attended a 'training for trainers' course. This was held once a week by the college as an evening course and lasted for seven months. Since the trainer aptitude examination does not form part of the training of technicians, you have to obtain the *training of trainers certificate* if you want to train apprentices. The training I received was based on the framework curriculum contained in the Trainer Aptitude Regulations

(AEVO). The classes brought together participants from industrial, technical and commercial occupations. The lessons themselves were not job-related, dealing rather with four general areas of specific interest to trainers (basic issues of vocational training, planning and implementation of training, young people undergoing training, legal foundations).

At the end of the course I took the examination set by the responsible Chamber of Industry and Commerce. This consisted of a theoretical and a practical part. The theoretical examination tests subject matter taught in one of the four areas I just mentioned. The examination lasted for about six hours. The practical examination was divided up into practical instruction lasting for around 20 minutes and an oral examination of about 30 minutes. The practical part consisted of a simulation of a workplace lesson with instruction being given to four trainees in their first and second year of training (technical subject area).

The examination task was to achieve a given learning target, consideration being given to work instruction, labour safety, subject matter delivery, trainer-trainee communication, and the demonstration of training processes. A check was made to establish whether the learning target had been achieved. The question I received was: 'How do you make an internal screw thread?'. In talking to the trainees I tried to establish what they already knew and to build on that in my teaching approach (using a daylight projector and transparencies). When I was demonstrating the work process the trainees gathered round the demonstration object and I explained the individual steps. In order to be able work as a trainer in industry I had myself registered with the Chamber of Industry and Commerce after I passed the examination."

A personnel trainer qualifying at a higher professional training college

"Having completed my vocational training as an industrial clerk (Chamber of Industry and Commerce) and worked for a while as administrative employee for a statutory health insurance fund, I attended the 12th year of a senior technical school where I obtained my higher professional training college entrance qualification. I then took a course in business studies at a higher professional training college, majoring in personnel management.

I obtained my trainer qualification in a subject of my choice in accordance with the Teacher Aptitude Regulations. The courses at the higher training college took in all the areas that are normally covered in a Chamber examination, and also included a teaching demonstration.

After passing the college examination I applied to the Chamber of Industry and Commerce to be exempted from providing proof of my occupational and work teaching skills. An exemption certificate can be issued if you have passed an official examination, an officially recognized examination or an examination set by a public law body, the contents of which comply with the requirements laid down in the Trainer Aptitude Regulations.

In order to be able to work as a trainer in industry I had to have myself registered with a responsible body (eg Chamber of Industry and Commerce). The Chamber examines an application filed by an enterprise intending to sponsor training to see whether the envisaged trainer fulfils the personal and technical requirements to work as a trainer. In addition, the enterprise intending to provide training must be deemed suitable for training and be correspondingly authorized.

The technical aptitude of a trainer is conditional upon his qualifications in accordance with the Trainer Aptitude Regulations, on the one hand, and his occupational and technical qualifications, on the other. An AEVO qualification and appropriate course of study alone are not sufficient. They must be supplemented by the relevant practical experience. Since I was able to fulfil these conditions and was registered with the responsible body I was able to begin working as a trainer in a training enterprise."

7 Continuing training for trainers and teachers

7.1 Continuing training on offer: trainers

The enterprises are the major providers of continuing vocational training. In-house further training seminars for trainers are most relevant to the actual situation within the enterprise. Continuing vocational training within enterprises and in centralized institutions is provided primarily in large companies. The emphasis here – and in such training in large companies in general – is on integrated concepts involving continuing training, personnel management and work organization. The development of new forms of work organization has a direct influence on selected strategies for the planning and implementation of training projects. Regular consultations, combined with self-assessment concepts for the working group, mutual advice and sitting-in on lessons tend to be preferred to the traditional course format. Smaller enterprises have developed their own forms of workplace-related continuing training, too, on a more modest scale. Teaching aspects play only a minor role for the trainers, however.

New approaches in on-the-job vocational training – and by extension, therefore, in the continuing training of trainers – cannot be introduced by the enterprises alone nor by the suppliers of further training working on free market principles. This is where two training instruments which have had a major practical impact come in.

Acting on behalf of the German Ministry of Education and Science, the German Institute for Vocational Training supervises pilot schemes – partly financed by state subsidies and with academic support – in which new approaches are tried out in enterprises and other extracurricular vocational training institutions. More than one thousand enterprises have been involved in these schemes over the past twenty years. The output has been exceptionally high, not just in the form of publications but also in the form of direct contacts between trainers (visits to enterprises, working groups, conferences).

In addition, the major results of this work and other innovations are compiled and issued as course materials by the German Institute for Vocational Training under the series title *Trainers' Aids*. These enable providers of continuing training for trainers to keep abreast of and to take up the new approaches that have been developed.

Continuing training on offer: teachers

A wide range of *further and continuing teacher training* is on offer. Apart from the further training at the schools themselves, there are institutes or academies of further teaching training set up by the Ministries of Education and Cultural Affairs in all the Länder. The further teacher training institutes regularly publish their very extensive programmes which give teachers an opportunity to select what is of particular interest to them. Many courses for teachers are also provided by church academies, regional teaching centres, the Land Political Education Institutes and the German Political Education Centre. These courses are held at schools in the afternoons or evenings. Further teacher training is also available in the form of distance learning. Courses of study have been drawn up for this purpose by the German Institute of Distance Learning at the University of Tübingen. Continuing training is also possible at the Open University of Hagen.

Special importance attaches to further teacher training as regards the introduction of new teaching techniques and methods and new syllabuses. With this in mind, the Ministries of Education and Cultural Affairs of the Länder have launched further teacher training schemes in information technology and computer studies in order to provide teachers with the necessary qualifications quickly. The Länder have also joined with the national government in setting up a commission for educational planning and research which has carried out various pilot schemes. Special emphasis has been given to the introduction of information technology lessons at general and vocational schools.

7.2 List of the national registers

The *Central training and further training information system* (Informationssystem Aus- und Weiterbildung) contains documentation of all the occupation-related training opportunities in Germany and selected training opportunities in other countries, primarily European. It is published by the German Labour Office and it contains all the relevant information on training for trainers and on college and university courses for teachers at vocational schools. Access to this information comes in the form of annual reference works and booklets plus regularly updated databases and other electronic sources, geared to the specific needs and purposes of the respective target groups.

Detailed information is provided on the individual training opportunities eg on the addresses of organizers and course venues, conditions of acceptance, main training emphases, the duration of courses, fees and the type of qualification that can be acquired. This information is accessible in the form of various publications, databases and media networks.

Publications

The annually published documentation entitled *Institutions of Vocational Training (EBB)* currently comprises 31 volumes and is aimed primarily at specialist staff at the Labour Offices. Anyone interested can look at them in the Vocational Information Centres (BIZ) or at the Labour Offices.

The serial publication entitled *Training and Occupation* (Bildung und Beruf) is based on the data from the EBB reference work. Nationwide booklets list the training opportunities for a major training area in every Land in the country, while regional booklets focus on the training opportunities that are available in the local area. These booklets can be obtained free of charge from the Labour Offices and the Vocational Information Centres (BIZ).

Databases

The information on offer is supplemented by the KURS database with the versions KURS DIREKT and KURS PC available for the relevant user groups (see section 7.3)

Media networks

Other source materials deal with occupation-related training and continuing training opportunities. These include the *Basic Manual of Information on Training and Occupation (gabi).* This reference work for training and occupations contains uniformly structured information on some 55,000 job titles in 532 occupational areas. This reference work provides detailed information in particular on training and occupations. It is available in the Labour Offices and in all the Vocational Information Centres (BIZ).

In addition, there are the serial publications for workers entitled *Your Occupation and the Future (IbZ)* and *Vocational Journal* (Blätter zur Berufskunde). These publications are available at the Labour Offices and in all the Vocational Information Centres.

7.3 List of existing databases

Detailed information on training and further training opportunities throughout Germany, plus selected training courses abroad, is accessible in the *Database on initial and further training (KURS).* It is the largest database of its kind in the world. As of November 1994, KURS contained approximately 250,000 training opportunities offered by around 35,000 training providers, with over 600,000 individual courses.

The data on training for trainers stored in this database includes:

- around 1000 training for trainers courses in accordance with the AEVO
- around 1800 continuing training courses for trainers, such as labour law, staff management, environmental protection for trainers in metalworking professions, continuing training for teachers in vocational training

- around 4800 courses for master craftsman's training at technical colleges and similar institutions, eg master metalworker, master precision mechanic, master joiner

- around 3100 courses for engineer's training at technical colleges and similar institutions, eg electrical engineer, automotive engineer, mechanical engineer

- all the university and college training opportunities for senior teachers at vocational schools, including all subject areas and specializations (eg industrial, technical and commercial subjects) and combination possibilities

- all training opportunities for practical teachers eg subject teachers at vocational schools, specialist training, teacher of commercial and industrial subjects at vocational schools, subject teacher, office equipment.

KURS is an advisory system available to specialist staff at the Labour Offices. It can also be accessed by anyone interested at any of the Vocational Information Centres (BIZ) of the Labour Offices.

This database contains detailed information on all occupation-related training opportunities in Germany and selected opportunities in other countries, mostly European. Data are compiled by means of research, an analysis being conducted of press material (continuous evaluation of around 100 daily newspapers, around 2,000 specialist journals and suchlike) and of information supplied by educational providers (prospectuses, subject co-ordination, registers, programmes, data exchange). In addition, there is a general updating procedure using a reminder and correction system which operates in conjunction with the German Labour Office, the Labour Offices at Land and local level, Land and local authority bodies, associations and chambers. All this ensures that the data are regularly updated.

KURS also contains comprehensive, practical information on:

- courses to obtain general educational qualifications (second chance education) and basic vocational training

- vocational training including retraining, outside on-the-job training centres; this information can be accessed in the Labour Offices via the database COMPAS (computer-assisted provision of training)

- courses at universities and colleges

- occupation-related continuing training for all training areas and sectors

- training, further training and retraining of the handicapped.

The records also contain information on:
- the place of learning
- conditions of acceptance, target groups and admission procedures
- training emphases, contents, costs, deadlines and duration
- type of qualifications, examining bodies and certificates.

Moreover, KURS contains in a readily understandable form all the legal and other general regulations on training opportunities (including references to currently valid legal sources for training and continuing training courses leading to official vocational and continuing training qualifications).

Searching by keyword means that the system can be used to research training areas and to restrict the search to specific course venues, postal code areas, Länder, organizers, Labour Office districts, types of teaching, duration, and types of training and school. The information provided by KURS is also accessible to various user groups outside the Labour Offices in other database applications:

KURS DIREKT KURS DIREKT is the online service for business training and continuing training via the telephone network or Telekom's DATEX-P network for anyone who has a computer with a modem. This database is directed at those who are responsible for training and personnel at their place of work - for example, employers' and employees' organizations, chambers, institutions and providers of education, vocational training and research institutes, and educational planners, for instance. KURS DIREKT is also available on CD-ROM (compact disc).

KURS PC KURS PC is the PC (personal computer) version of the training and continuing training database. A CD-ROM is used for data queries and the updating of the data stocks. This version is designed primarily for non-commercial institutions providing information and advice on continuing training in the Länder, municipalities and communities, as well as for higher-level bodies such as the Association of Municipal Corporations and the KMK (Standing Conference of Ministers of Education and Cultural Affairs).

Access to KURS KURS DIREKT is available online, enabling research to be conducted from any country (retrieval languages: German and English). Further information can be obtained from:
Institut der deutschen Wirtschaft, Köln
KURS DIREKT
Postfach 51 06 69
50942 Köln

✆ 02 21/3 76 55 24 Fax: 02 21/3 76 55 56

Further information on KURS PC (retrieval languages are German, English, French, Italian, Dutch, Spanish, with additional languages in preparation) can be obtained from:

BW Bildung und Wissen
Verlag und Software GmbH
Verbindungsstelle Hamburg
Am Felde 29
22765 Hamburg ✆ 0 40/39 86 39-0 Fax: 0 40/39 86 39 20

Example of a database search

If the desired qualification is *trainer* in accordance with the Trainer Aptitude Regulations, combined with a local restriction to *München*, the database comes up with the following course:

Desired qualification	Trainer (training of trainers)
Address	Industrie- und Handelskammer für München und Oberbayern, Max-Joseph-Straße 2, 80333 München ✆ 0 89/51 16-0, Fax 0 89/48 58 21
Special occupational title	Trainer (training of trainers) in accordance with AEVO
Board and lodging	Full board at the Industrie- und Handelskammer Continuing Training Centre DM 98
Fees/Costs	Course fee DM 690, examination fee DM 250, books and equipment DM 75
Type of learning	Full-time
Days and times of lessons	8.30 am to 4.30 pm
Deadlines	Begin: On request Registration deadlines: flexible
Duration	120 hours
Final examination	Examination of aptitude as a vocational trainer and work instructor (trainer aptitude examination)
Other information	Same course in 83022 Rosenheim
Admission criteria	Number of places available: 50; Restrictions: none (first come, first served).

8 Useful addresses

8.1 General

Bundesministerium für Bildung und Wissenschaft (BMBW)
53170 Bonn ✆ 02 28/57-0

Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)
Nassestraße 8
53113 Bonn ✆ 02 28/ 5 01-0

Bundesanstalt für Arbeit
Regensburger Straße 104
90478 Nürnberg ✆ 09 11/179-0

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliner Platz 3
10707 Berlin ✆ 0 30/86 43-0

8.2 Employers

Bundesvereinigung der Deutschen Arbeitgeberverbände e.V.
Gustav-Heinemann-Ufer 72
50968 Köln ✆ 02 21/37 95-0

Deutscher Industrie- und Handelstag
Adenauerallee 144
53113 Bonn ✆ 02 28/1 04-0

Zentralverband des Deutschen Handwerks (ZDH)
Haus des Deutschen Handwerks
Johanniterstraße 1
53113 Bonn ✆ 02 28/5 45-0

Some employers' associations have working groups for head trainers, a number of which publish their own journals (eg steel industry, chemical industry).

8.3 Trade unions

Deutscher Gewerkschaftsbund (DGB)
Bundesvorstand, Hans-Böckler-Straße 39
40476 Düsseldorf ✆ 02 11/43 01-0

Gewerkschaft Erziehung und Wissenschaft (GEW)
Hauptvorstand, Reifenberger Straße 21
60489 Frankfurt/Main ✆ 0 69/7 89 73-0

The trade unions in Germany are mainly organized by branches or sectors of the economy. Some have centralized, others decentralized, information centres or working groups for trainers. An exception is the Gewerkschaft Erziehung und Wissenschaft which, as a union representing teachers, has its own regional working groups for vocational school teachers.

8.4 Professional body

Bundesverband Deutscher Berufsausbilder e.V. (BDBA)
Hauptgeschäftsstelle
Bayernstraße 13
63825 Westerngrund ✆ 0 61 88/4 03 08

The BDBA is the professional body representing the interests of approximately 10,000 vocational trainers (full-time and part-time vocational trainers, head trainers and those in charge of vocational training in various branches of the economy, as well as of further and continuing training, retraining and rehabilitation). All the Land associations are members; the number of votes they can cast at the National Conference, the Association's highest body, depends on their individual membership figures. There are also more local associations at the district level. The Association's aim is to represent the professional, legal, social and economic interests of its members and to play a part in all aspects of vocational training.

8.5 Teachers' Associations

Bundesverband der Lehrer an beruflichen Schulen e.V. (BLBS)
Dreizehnmorgenweg 36
53175 Bonn ✆ 02 28/37 19 59

Bundesverband der Lehrer an Wirtschaftsschulen e.V. (VLW)
Wehlauer Straße 107
76139 Karlsruhe ✆ 07 21/68 69 75

Deutscher Lehrerverband (DL)
Burbacher Straße 8
53129 Bonn ✆ 02 28/21 12 12

Verband Bildung und Erziehung (VBE)
Dreizehnmorgenweg 36
53175 Bonn ✆ 02 28/9 59 93-0

Teachers at all the various types of school have their own associations which, in part, are amalgamated in an umbrella organization. Teachers at vocational schools are represented by their own association - the national association of teachers at vocational schools (BLBS) - which is affiliated to the national association of teachers at business schools (VLW). The BLBS comes together with other teachers' associations under the umbrella of the German teachers' association.

9 Organizations and institutions

9.1 Institutions of the Labour Offices: Vocational Information Centres (BIZ)

The Vocational Information Centres (BIZ) are run by the Labour Offices. There are currently 160 such educational centres. The underlying self-service and self-help principle means that they are open to a broad circle of users. The BIZ are regional communication centres for vocational, training and labour market matters. Meetings to discuss vocational orientation are held here, as are lectures, discussions and seminars. Schools, providers of training and advisory services work together with the BIZ in the context of work administration.

The Vocational Information Centres have a wide range of information material available on training and study courses, occupational activities, occupational requirements, continuing training and retraining, developments on the labour market.

The BIZ have a variety of source materials on vocational training and study courses, including information kits, films, BIZ computers, tape material, brief summaries of vocational studies, slide series, the database KURS, books and journals, EUROPA information.

The Federal Institute of Labour will supply a list of addresses of the Vocational Information Centres on request (for address, see section 8.1).

9.2 Chambers of Crafts and Chambers of Industry and Commerce

In Germany there are currently 58 Chambers of Crafts and 83 Chambers of Industry and Commerce which organize or run almost 85% of the trainer qualification courses on offer. The Chambers of Industry and Commerce also provide working groups for trainers which are designed to promote mutual information and continuing training at the regional level. The craft guilds are occupation-related bodies which represent the interests of their member companies. They regularly appoint apprentice supervisors who assume unpaid functions relating to information and continuing training.

9.3 Colleges and universities

Colleges and universities are increasingly arranging further training schemes. In recent years they have opened up to non-students. They offer very different forms of further training for working people including those who are not eligible to study.

9.4 Adult education centres

The wide distribution of adult education centres - there is one in almost every town - and the number of further training courses they offer make them accessible to large numbers of the population. They arrange individual events, excursions and study tours and hold courses lasting anything from a single semester to several years.

10 References

Cramer, Schmidt and Wittwer (eds) *Ausbilder-Handbuch* Aufgaben, Strategien und Zuständigkeiten für Verantwortliche in der Aus- und Weiterbildung, Köln 1994

This manual provides extensive information, support and ideas to enhance the effectiveness of on-the-job vocational and continuing trainers. It offers practical tips and decision-making aids for personnel managers in companies, head trainers and trainers in charge of planning and carrying out vocational training, staff committee members, teachers at vocational schools, trade union officials, and teachers at universities and colleges of higher professional training.

Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung und Bundesanstalt für Arbeit (eds) *Studien und Berufswahl 1993/94*, Bad Honnef, 1993

Bundesanstalt für Arbeit (ed) *Beruf Aktuell 1993/94*, Bonn, 1993

Bundesinstitut für Berufsbildung Fernunterricht und betriebliche Weiterbildung *Berufsbildung in Wissenschaft und Praxis, Nr. 5*, 1991 pp 33-36

Bundesministerium für Bildung und Wissenschaft (ed) *Ausbildung und Beruf*, Bonn, 1992

Bundesministerium für Bildung und Wissenschaft (ed) *Berufsbildungsbericht 1992*, Bonn, 1992

Bundesministerium für Bildung und Wissenschaft (ed) *Grund- und Strukturdaten 1993/94*, Bonn 1993

Bundesministerium für Bildung und Wissenschaft (ed) *Zahlenbarometer 1993/94*, Bonn 1993

CEDEFOP Ausbildung für morgen - eine Herausforderung für die Ausbilder *Berufsbildung* No 1, Berlin, 1991

CEDEFOP Dokument *Die Ausbildung von Ausbildern: Probleme und Entwicklungstendenzen*, Berlin, 1991

Der Bundesminister für Bildung und Wissenschaft (ed) *Beruf sausbildung im Dualen System in der Bundesrepublik Deutschland*, Bonn, 1992

EG-Kommission *Erster Bericht über den Ablauf der auf der Ebene der Mitgliedsstaaten und der Europäischen Gemeinschaft durchgeführten Maßnahmen zur Stärkung der europäischen Dimension im Bildungswesen*, Brussels, 1991

EG-Kommission *Memorandum über die Berufsausbildungpolitik der Gemeinschaft für die 90er Jahre*, Brussels, 1991

EG-Kommission *Strukturen der allgemeinen und beruflichen Bildung in den Mitgliedsstaaten der Europäischen Gemeinschaft*, Brussels, 1991

Führ, Christoph *Schulen und Hochschulen in der Bundesrepublik Deutschland*, Köln, Böhlau, 1989

Mohr, Brigitte *Bildung und Wissenschaft*, Köln, Bundesanzeiger, 1991

Münch, Joachim *Das Berufsbildungssystem in der Bundesrepublik Deutschland*, Kaiserslautern, 1992

Piskaty, Georg Qualifikation 2000 – Ausbildungsoffensive für den großen Europäischen Markt *Wirtschaft und Berufserziehung*, 1989, pp 324-331

Sekretariat der Ständigen Konferenz der Kultusminister der Länder der Bundesrepublik Deutschland (ed) *Das Bildungswesen in der Bundesrepublik Deutschland*, Bonn, 1993

Statistisches Bundesamt (ed) *Datenreport 1992*, Bonn, Bundeszentrale für politische Bildung, 1992

Spain

1 Introduction

Circumstances in Spain are unusually favourable to vocational training, both in terms of statutory development and other regulation and in the current (1994) size of budget allocation.

There have been a number of significant milestones:

- The Act setting up the General Council for Vocational Training (1986). This provides for the implication of all the social partners and lays down the roles of the Ministries involved (Education and Labour).

- The Education System General Planning Act (1990), which is discussed further below.

- The National Agreement on Continuing Training and the Tripartite Agreement on Vocational Training for Employed Persons, which places the running of employed training in the hands of the social partners.

- The National Vocational Training Programme (1993), under which there is to be a single vocational training system encompassing two subsystems - educational and occupational. These are to be closely inter-related, with mutual recognition and equivalences of professional qualifications (Educational Vocational Training) and vocational certificates (Occupational Vocational Training).

A new model of vocational training is being introduced, in which alternance will become widespread. Under the old model, no work/study alternance was possible in the basic vocational training scheme, and in the advanced scheme it was optional.

The traditional academic approach in the existing vocational training model, whereby teaching was focussed on the acquisition and assessment of knowledge, is to be replaced by a new approach aimed at acquisition and assessment of occupational skills that have meaning and value in work. Moreover, training is to be organized and structured in modules.

At the same time, the Ministry of Education and Science is starting up a network of *Centres for training, innovation and development in vocational training* (Centros FID). These are intended to provide continuing training for teachers, structured by sector and specialism.

The other vocational training subsystem in Spain is that of occupational vocational training, which serves groups such as young

unemployed persons who are unqualified or insufficiently qualified for the labour market. It is run by the labour authorities through the National Institute for Employment (INEM). One notable feature of this subsystem is that it employs part-time trainers recruited from the business and institutional spheres.

The problem with such occasional or part-time trainers is how to build up their professional expertise as trainers on top of, or alongside, their basic professional background as technicians, middle management or skilled workers. For the medium term, a set of standards and strict training tests are likely to be drawn up, in order to build up an adequate pool of occasional trainers of guaranteed quality. All this will oblige the various authorities to design varied and wide-ranging trainer training programmes.

The most significant of these milestones for initial vocational training in Spain in the 1990s will be the progressive introduction of the new Specific Vocational Training design as laid down in the Education System General Planning Act (LOGSE), passed by Parliament in September 1990. The Act prolonged free compulsory education up to the age of 16; abolished the existing First Grade of Vocational Training which took in pupils aged from 14 to 16; and organized vocational training into:

- basic vocational training within the obligatory secondary education and leaving certificate (Bachillerato) systems

- specific vocational training comprising an intermediate-level cycle leading to a technician's qualification and a higher-level cycle which will be open to holders of the school leaving certificate and will lead to a university-level technical qualification.

As a result, the *Catalogue of Occupational Qualifications* will be entirely overhauled, with the target of having this task formally completed and published in the *Official State Gazette* by the end of 1994. However, the thorough overhaul of initial vocational training included in the education system also involves other additional innovations and changes.

Firstly, alternance between educational and work centres will now be compulsory. No young person may be awarded a technician's or higher-level technical qualification without having undergone a stage of practical training at a work centre, whose content will be as set forth in the curriculum development for the relevant qualification. INEM, for its part, has built up a national network of centres specialising by sectors, one of whose chief missions is to provide training and technical-methodological updating for trainers taking part in the National Plan for Vocational Training and Work Entry, whose activity is directed largely towards giving unemployed youth a qualification.

Finally, in early 1994 the government revived the Apprenticeship Contract, which was, later in 1994, still in the process of application and detailed regulation. This is to involve reintroducing the figure of the workplace tutor, which in turn will probably entail the design of specific trainer/tutor training programmes.

2 Initial vocational training

2.1 Initial vocational training

2.1.1 Non-university training run by the Ministry of Education and Science

In Spain, two non-university education systems exist side-by-side (see Figure 1, page 64), the new one gradually replacing the old. The one being phased out dates from the General Education Act of 1970. Its first stage is eight years of basic general education (EGB), lasting from the ages of 6 to 14. After the pupil completes this, s/he must decide between a 3-year school leaving certificate course (BUP), from ages 14 to 17, or vocational training (FP). FP consists of two levels, the first level (FP-I) lasting from ages 14 to 16, then a further two or three years depending on specialisms at second level (FP-II), from age 16 onward. Students completing FP-I receive an *auxiliary technician's certificate*, and on completing FP-II a *specialist technician's certificate*. As education is compulsory up to age 16, a student may leave the education system having completed either a full cycle of FP or part of BUP (2nd year).

The new system was established under the General Education System Planning Act (LOGSE) of 1990. Its first stage is infant education up to age 6 (non-compulsory). At this point, compulsory education begins, consisting of six years of primary education (from ages 6 to 12) and four years of compulsory secondary education, from ages 12 to 16. From then on, students may choose between:

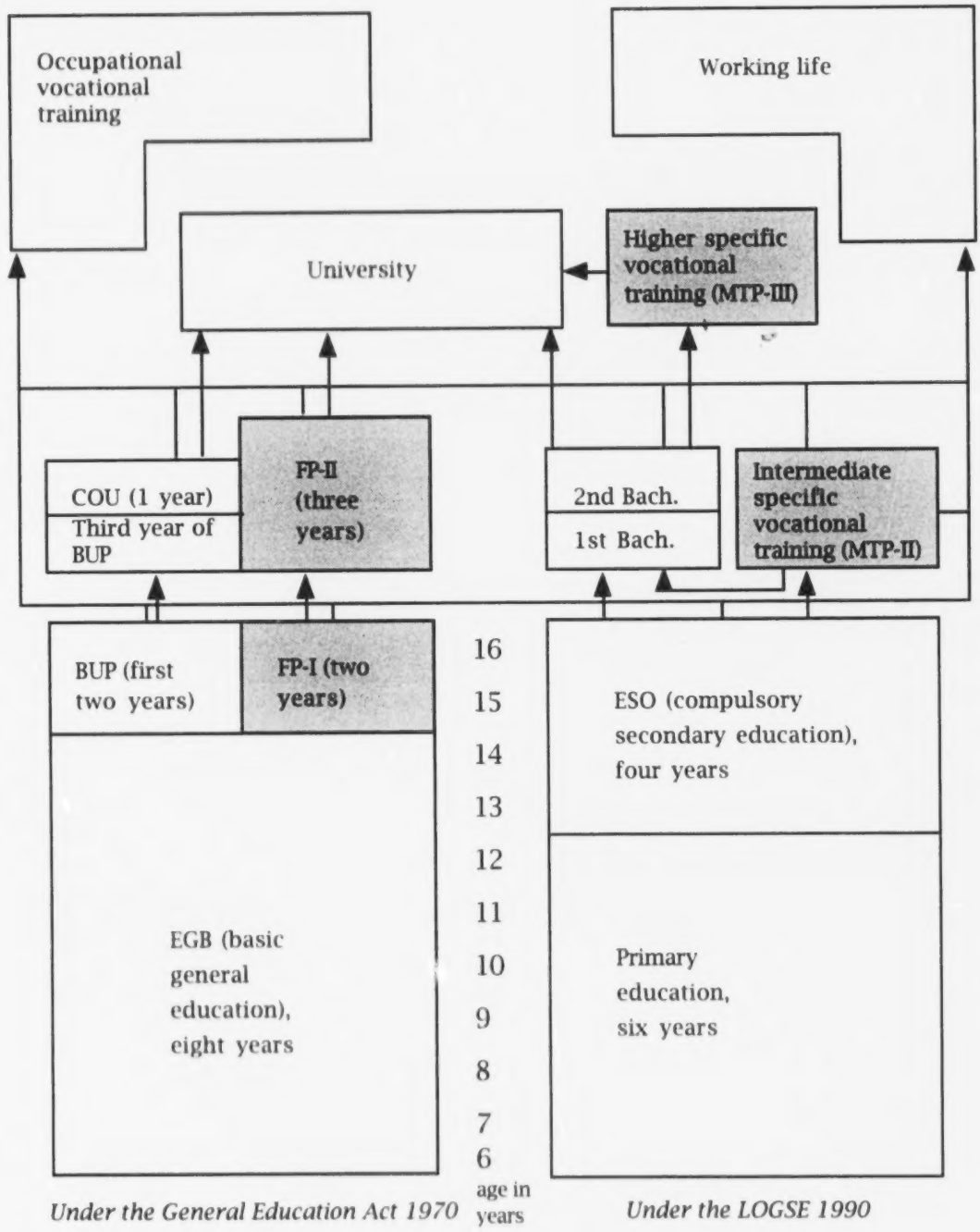
- one of four Bachillerato streams (arts, sciences, humanities and technology), lasting two years from ages 16 to 18

- the 2nd-grade technical-vocational modules (MTP-II). This is the first stage of the new *specific vocational training*. These modules correspond to intermediate grade specific FP. Content structure is based not on years but on contact hours in the chosen specialism; hence, a full cycle may last one or two academic years depending on the total number of hours in the module.

- leaving compulsory education and entering working life.

The LOGSE provides for a higher level in Vocational Training - the 3rd-Grade Technical-Vocational Modules (MTP-III), also known as Higher-Level Specific FP. Like the 2nd-grade modules, these are structured around the number of contact hours. Entrants must first complete the Bachillerato. Students completing MTP-II receive a Technician's certificate, whereas those completing MTP-III receive

Figure 1: How the two current education systems coexist in Spain



Notes: shaded boxes refer to initial vocational training. Spanish acronyms will be found on page 186.

BEST COPY AVAILABLE

a Higher Technician's certificate. The Ministry of Education has drawn up a calendar for implementation of the new system by academic year 1999-2000. The two systems currently coexist, with a number of centres operating the new system on an experimental basis. The new MTP-IIs are planned to become operative in the secondary education network commencing in 1995- 96.

2.1.2 Main differences between old and new

The main differences between these two systems of vocational training are:

1 The *type of student* entering vocational training: under the 1970 General Education Act, students failing to complete EGB were eligible only for FP. As an EGB pass was required to enter BUP, FP came to be regarded as a second-rate option reserved for those unable to pass EGB. This had a negative influence on the quality of the education and the social prestige of FP; and yet there has always been a minority of students in FP who have passed EGB but opt to carry on with this type of education. The LOGSE system avoids such a mix in student type by making completion of compulsory education a pre-requisite of entry to FP, so that now students enter FP on a vocational basis and at a later age (16 in the new system as against 14 in the previous). The main change as regards type of student is in those entering MTP-III, who must have completed BUP successfully whether or not they have previously undertaken a MTP-II Module - whereas under the 1970 model, students did not have to pass BUP to enter FP II.

2 The *range of training options:* the new system offers training better adjusted to real life. The range of occupational courses on offer is dynamic, suited to the types of enterprise existing in the geographical environs and suited to social reality, with the capacity to adapt to foreseeable changes in circumstances.

3 *Recognition of qualifications*: recognition of the new vocational qualifications is regulated.

4 *Training placement:* whereas under the 1970 Act placement of trainees with enterprises was voluntary, the LOGSE makes this compulsory, so that on completion of training, students have had some contact with the world of work.

It is important to note that Spain is divided into 17 Autonomous Regions. Seven of these currently have full responsibility for education, and transfer to the rest is due by 1996, which means that each Region will be able to establish its own education policy. Although the LOGSE is effective throughout Spain as a whole, the only requirements it lays down are with regard to minimum contents, teaching staff and some other matters. Thus Regions may develop their education systems to suit their own circumstances and environment, adding flexibility to the education system as a whole.

2.1.3 Training placement

Mention has been made of training placement as one of the features of the new vocational training system currently being introduced. This 'training' refers to formative experience acquired in enterprises as a complement to the training content of the vocational training programmes. There is no specific regulation regarding the practical functioning of training placement. Two types of placement for vocational training students coexist:

1 *Alternance training programme:* This is the programme for the placement of students undertaking vocational training under the 1970 Act. Training centres negotiate directly with enterprises to draw up student placement agreements subject to certain guidelines laid down by the Directorate-General for Regulated Vocational Training and Promotion of Education. This programme is the result of a Framework Agreement concluded in 1982 between the Ministry of Education, the Ministry of Labour and the Spanish Employers' Confederation. Its purpose is to encourage co-operation and exchange of information between education and production. Until very recently such placements were rare in Spain, probably because the labour legislation was too rigid and there was no real tradition of co-operation between the education system and the world of business. Over the last few years, co-operation of this kind has been increasing significantly, with highly satisfactory results for both sides.

2 *Training at work centres:* Under the LOGSE, this is compulsory for students. Placement is arranged in enterprises which co-operate with the Ministry of Education and is supervised by the Chambers of Commerce. Arrangements are made under a 1993 Framework Agreement establishing co-operation between the Ministry of Education and the Spanish General Council of Chambers of Commerce, Industry and Shipping, whereby the Ministry of Education receives special assistance from the Chambers of Commerce in evaluating practical training undertaken on placement and in advising firms which take in students.

Students do an average of 400 hours training on placement, undertaken upon completion of the various blocks of theory. Since 1992 (when the new placement system was introduced), this has been continuing on an experimental basis.

2.1.4 Vocational training run by the Ministry of Labour

The Ministry of Labour and Social Security (MTSS) provides training through a dependent organisation, the National Institute for Employment (INEM). To help carry out its mission of developing employment, INEM runs ambitious training plans targeting young people in search of their first job, unemployed persons and persons at a disadvantage in terms of employment. All these training programmes come under the heading of occupational vocational training (FPO). This includes all training activities aimed at helping entry to working life, re-skilling or specialisation. Within

FPO there are two separate action programmes: the FIP Plan (vocational training and work entry plan) and the training workshops (E-T).

The FIP plan

This Plan is intended to provide unemployed persons and young first-time job seekers with training and a means of entry into working life. Its training programmes aim to introduce the under-25s to working life, and are relevant here. Note that in Spain there is practically no difference between trainers in initial training and trainers in other types of vocational training; indeed, they are often the same people.

Over the next few years, there are plans to transfer responsibility for the running of the FIP Plan to the Autonomous Regions. However, although the Regions may deliver what training they see fit, whether using their own resources or with funding from the European Social Fund, the Vocational Training and Work Entry Plan will continue to be regulated on a national level by the MTSS.

The training workshops (E-T)

The Training Workshops are flexible employment and training programmes. They normally last three years and are promoted by local authorities with funding and assistance from INEM. Students combine theoretical and practical training in a closely interlinked, interdisciplinary format in which the practical side is paramount.

The training programmes fall into two stages. The first consists of four months' practical training through real work; the second stage, of variable duration, is founded upon the experience acquired previously and operates on an alternance basis. Students perform real work for the course promoter, which is a public or private organisation, and the result is something of real social value. The Training Workshops specifically target young people with little or no schooling who have not satisfactorily completed their studies.

2.1.5 Vocational training organized by regional and local authorities

Regions and local councils normally also offer some kind of training. These are generally activities designed to meet demands and needs arising locally. They frequently receive partial funding from the European Social Fund and partly they fund themselves.

2.1.6 Private training outside the system

In Spain, most young people receive any initial vocational training, oriented specifically towards first job acquisition at private centres, generally called *academias*. This kind of training has two features: it is almost unregulated and its courses are eminently practical, aimed at acquisition of skills (rather than knowledge). These training courses are not officially certified and therefore students do not receive a recognized vocational qualification.

2.1.7 Training included in training contracts

In order to facilitate employment of young people in search of their first job, there are two kinds of training contract, regulated by Royal Decree 2317, 1993. These are the *training placement contract* and the *apprenticeship contract*. The training placement contract is intended to provide holders of diplomas, university degrees and higher technical qualifications with their first work experience. Students learn the practical side by applying the knowledge and skills acquired in their studies to real working situations.

The apprenticeship contract is intended for workers aged 17-24 years who are insufficiently qualified for training placement contracts. Their purpose is to enable workers to acquire practical knowledge of a skilled trade or job. Apprentices must spend at least 15 per cent of the maximum working day at vocational training centres. The apprenticeship contract takes the place of the former training contract in an attempt to draw as many young people as possible into the labour system.

In April 1994, a co-operation agreement was signed by the Ministry of Labour and Social Security and the Ministry of Education and Science with a view to starting up such training.

2.2 The national vocational training programme

This programme was drawn up by the General Council for Vocational Training (CGFP) and was approved by the government in February 1993. The CGFP was set up by Statute in 1990; it is a tripartite organisation composed equally of representatives of Administration, Employers and Unions. Chairmanship of the Council alternates yearly between the MEC and the MTSS, although organizationally it comes under the latter.

The central purposes of the National Vocational Training Programme are:

- to organise vocational training into a single system comprising both educational and occupational subsystems
- to establish a single common set of references for the first time in Spain - a National Qualifications System
- to establish a system of mutual recognition and equivalence between the final diplomas of the two subsystems - the vocational qualifications of regulated vocational training and the vocational certificates of occupational vocational training.

The objectives of this programme are to be accomplished over the coming years.

2.3 Specialisms for which there are recognized courses

2.3.1 FPR qualifications

As we noted when describing regulated vocational training (FPR), the qualifications issued on completion of the various levels are:

- FP-I: Auxiliary Technician
- FP-II: Specialist Technician
- MTP-I: Technician
- MTP-II: Higher Technician

These qualifications are followed by the name of the specialism studied. Under the existing education system (1970 Act), there are three broad vocational families: agriculture, industry and services. These three families encompass a total of over 40 different specialisms. Those with the largest numbers of students are:

- agriculture: crop and livestock farming
- industry: motor vehicles; electronics; timber and building; metalworking; chemicals; textiles
- services: commercial administration; draughtsmanship; catering; information technology; kindergartens; hairdressing/beauticians; sanitation.

Under the new education system (LOGSE, 1990), at the time of writing there are only a few specialisms in the catering and building areas, but these will be added little by little until the range is completed in 1995. At present, students following the new model on an experimental basis receive the equivalent qualification for the existing FP system, with the exception of first-time awards of newly-created qualifications.

2.3.2 FPO qualifications

INEM issues its students with qualifications for each of 1035 specialisms. These are divided into 28 vocational families.

2.4 Statistics

2.4.1 Regulated vocational training

As Table 1 shows, in the 1992-93 academic year, over 2.5 million students undertook secondary education in Spain, the vast majority (nearly 2.4 million or 94%) following the traditional education system (1970 Act). Of this number, 862,000 (34% of the total) studied in the vocational training system (FP). Note that a much higher proportion of the vocational training students (78%) secured training placements under the new programme (LOGSE system, 1990) than under the old Alternance Training Programme (LGE 1970) - only 2%. It should be remembered, however, that under the 1970 Act, training placement was voluntary, whereas under the LOGSE of 1990 it is compulsory for all students.

Table 1: Students in secondary education during 1992/93 and their training placements (Source: MEC 1993)

LGE 1970	BUP/COU	FP I	FP II	FP total	LGE total
No of students	1 505 148	474 156	388 276	862 276	2 367 419
Alternance training			408	15 709	
LOGSE 1990	Exptal Bacc.	MTP-II	MTP-III	MTP total	LOGSE total
No of students	126 229	5 188	8 605	13 793	140 022
Training placement		4 546	6 308	10 854	
Total students					**2 507 446**
Total in training placement					**26 971**

2.4.2 Occupational vocational training

Almost 276,000 students received courses in occupational vocational training (FPO) from INEM during 1992. Of these, 40% came under the FIP Plan for under-25s, as Table 2 shows.

Table 2: Students aged under 25 training in FPO programmes for the unemployed during 1992 (Source: INEM 1992)

Students training in FPO (1992)	**Number (%)**	
FPO programmes for under-25s	109 520	39.7
Other courses	166 416	60.3
Total students	**275 936**	100.0

A total of almost 427,000 students received FPO courses run by regional and local authorities and funded (totally or partially) through the European Social Fund. Of these, 31% came under the heading of specific training for young people, although in practically half of all cases, student ages were not specified (see Table 3).

Table 3: 31% of students trained with ESF funding were in courses for young people 1992 (Source: Ministerio de Trabajo 1992)

Students with ESF support (1992)	**Number (%)**	
ESF youth programmes	133 600	31.3
ESF adult programmes	72 200	16.9
ESF programmes, age not specified	221 000	51.8
Total	**426 800**	100.0

2.4.3 Training included in training contracts

As Table 4 shows, there were many more apprenticeship contracts in the first four months of the first year following introduction than there were training contracts throughout the whole of the previous year. It is too early to draw any conclusions from the data available on placement contracts, as these are seasonal and therefore numbers could increase considerably over the rest of the year.

Table 4: Apprenticeship contracts grew rapidly in early 1994

Type of contract	1993	Jan-Apr 1994
Training placement	55 649	11 605
Training	55 114	
Apprenticeship		73 996

3 Teachers and trainers

3.1 Types and characteristics

3.1.1 Regulated vocational training (FPR)

Although 7 of Spain's 17 Autonomous Regions were, as of 1994, fully responsible for education, those aspects affecting teaching staff still came under the provisions of the LOGSE; types of teacher and minimum entry requirements for the teaching body are the same all over Spain. There is a difference between teachers in public education and private education, but whereas the LOGSE lays down very clear guidelines for the former, conditions of teacher recruitment in private centres are left more open, provided that minimum qualification requirements are complied with.

In public education

To attain permanent tenure, teachers must hold a university degree consistent with the level and subject concerned, they must have completed a course in teaching proficiency or specialisation in teaching, and they must pass a competitive public entrance examination.

Permanent teachers of secondary education are divided into two groups:

- secondary teachers, who may teach any compulsory secondary education subject at any level
- vocational training technical teachers, who may only teach in vocational training.

In addition to the tenured staff, there are 'provisional teachers', who are contracted for periods not exceeding one year.

Secondary teachers, vocational training technical teachers and provisional teachers are all employed under full-time exclusive contracts and therefore may not combine their work in public education with any other paid activity.

Depending on the type of teaching required, there are teachers of theory and teachers of practice. These categories are based upon academic qualifications as follows:

- intermediate or higher qualifications (technical engineers, civil engineers, building surveyors, architects or university graduates): holders may teach in technological or general areas, in accordance with their degree subject or the option chosen upon entering teaching.

- FP II or Maestro de Taller (workshop instructor) qualifications: holders may only teach the practical parts of technological areas.

When inviting applications to cover teaching posts, some Regions add further, more specific requirements, such as proficiency in the language of the Region. FP teachers' salaries vary according to category and individual conditions. Thus, gross annual salary for a teacher commencing in FP is PTA 2,600,000 (ECU 17,161), rising to around PTA 3,476,000 (ECU 22,425) at the end of his/her career. A Maestro de Taller will start out with an annual salary of PTA 2,450,000 (ECU 15,806) and finish with about PTA 3,266,000 (ECU 21,070). Both types of teacher may come to earn a number of bonuses relating to job responsibility. They become eligible for these at certain points in their career.

In private education

In private education in Spain, the LOGSE only regulates minimum curriculum contents by areas. A number of aspects concerning the teaching staff to be recruited are not regulated, such as exclusive full-time contracts, modes of admission and suitability for each area. Qualification requirements are as laid down in the LOGSE for public education.

The *certified centres* deserve special mention. These are privately-owned schools which are wholly or partially financed by the state. Their conditions for teaching staff (teacher categories, exclusive full-time contracts, qualifications and mode of admission) are regulated by the LOGSE. Many of the teachers at such centres are Ministry of Education staff seconded from permanent positions in public centres. Salaries in private education are not so closely regulated, although levels are close to those in the public sector.

Practical vocational trainers on placement

There is no statutory regulation of practical vocational training teachers or practical tutors in companies. The companies decide whether or not vocational training students are to be allowed to do their training placement there; however, it is the practical teacher at the vocational training centre who is chiefly responsible for directing and supervising training practice. He/she is assisted by a person appointed by the company to look after the students (called the company tutor). For the conduct of training practice there are

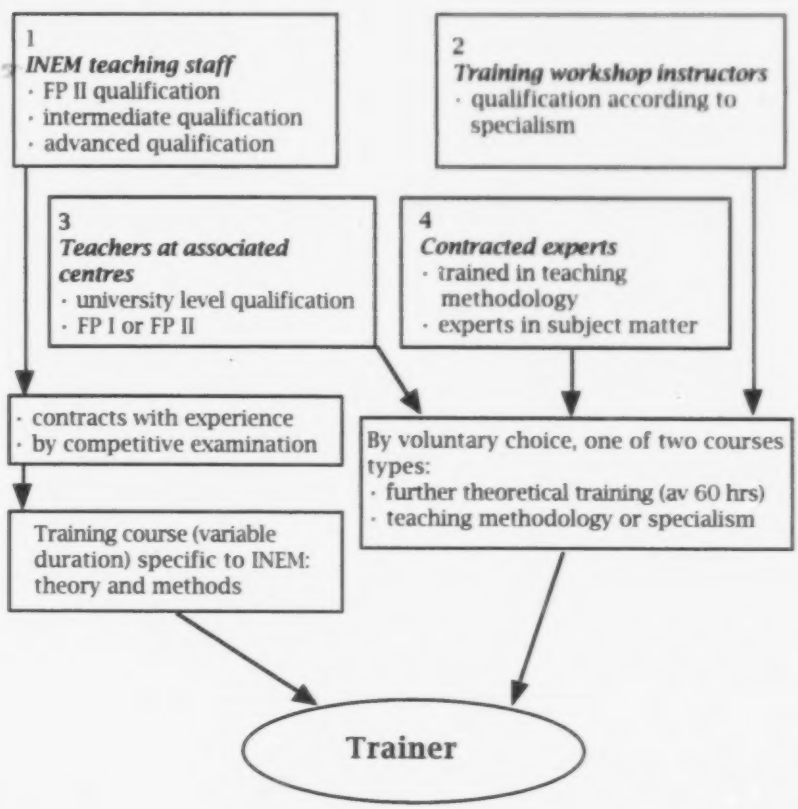
guides to teaching approach, activities guides, lists of tasks and guidelines for assessment. This model of training is not yet very widespread in Spain, as it only recently (1992) acquired official form. The recent agreements between the Ministry of Education and the Chambers of Commerce or employers' organisations are intended to develop and encourage the generalisation of training placement, and at the same time to set procedures in motion and start up selection and training of practice tutors.

3.1.2 Trainers in occupational vocational training

The range of training provided by INEM is very wide, and a large number of trainers are maintained to cover it. INEM generally operates more as a training management body than as a provider of training. Although in many cases training is provided at INEM's own centres, the normal practice is to operate through associated centres. INEM works with four types of teacher, shown in Figure 2: INEM teaching staff, training workshop instructors, teachers at associated centres and contracted experts.

1 *INEM's own teaching staff*: these are permanent INEM staff, and government employees. Their task is to impart certain areas or subjects, in accordance with the training need in each case and the teachers' own specialisms.

Figure 2: Four routes to becoming a trainer in FPO



2 *Training workshop instructors:* training workshops employ only outside teachers. These are specialists in their particular subjects and are recruited by advertising and selecting those applicants who best fit the required profile. This profile is drawn up jointly by the body promoting the course and the training workshop where the training is to be delivered.

3 *Associated centre teaching staff:* these are professional trainers attached to the associated centres. The centres themselves are free either to recruit them ad hoc for such training work as they see fit, or to retain them on a permanent basis. INEM has no contractual relationship with these teachers; its relationship is with the centres where they teach.

4 *Experts on contract:* these discharge the same functions as INEM's own teaching staff; however, they are retained not on a permanent basis, but for specific training activities. These are experts in a given area who are called on to provide specialist training. To become an expert on contract, one must get on to the 'roll of experts' that is maintained at every INEM provincial head office. The roll is normally filled by advertising publicly for applications, followed by a selection procedure.

INEM's in-house teachers have a starting salary of PTA 2,817,000 (ECU 18,174) per annum, rising to around PTA 3,753,000 (ECU 24,213) by the end of their careers. As in the case of FPR teachers, there are a number of bonuses relating to job responsibility for which they become eligible at certain points in their career.

3.1.3 Trainers with regional and local authorities

Types and characteristics of trainers with regional authorities vary widely: some relevant powers have been transferred to the Autonomous Regions, which may start up training programmes on their own initiative anyway. The same is true of local authorities, since in Spain there is no regulation of trainers for this type of training. Below we describe a few examples.

The Andalusian government's labour advisory board

In the Andalusian Region, two types of trainer coexist:

- full-time government-employed teaching personnel (10 teachers) who are Board staff
- teachers recruited by the bodies providing training for the Board. As with INEM, these trainers have no contractual relationship with the Board but are on contract to the centres employed by the Board to provide training.

The Catalan government's labour advisory board

The Catalan government has no trainers of its own. It acts as a training management body, administering an annual budget that subsidises courses provided by private companies and other official bodies. Such courses may be self-financed, or may receive

assistance from the European Social Fund. Every training body, then, has its own staff, whose recruitment is their business alone, provided that they meet the requirements for trainers laid down by the government.

The town council of Hospitalet de Llobregat (Barcelona)

This town council possesses its own infrastructure and its own training methods. Two types of teacher are employed, each of which can be sub-divided further into two categories:

1 council-employed teachers
  1a full-time teachers (22)
  1b part-time teachers for specific modules (6)

2 associate teachers
  2a free professionals (10 teachers)
  2b teachers from companies (3 companies).

Madrid city council

Madrid city council arranges a number of training activities financed either from its own budget or with subsidies from the European Social Fund. It has no permanent teaching staff but works through contracting firms. It acts as programme and budget manager, only occasionally contracting teachers directly for certain courses. The teaching staff on its programmes are contracted for each specific course, with numbers depending on the number of courses given in any year. In 1993, for instance, some 300 teachers were employed. All teachers provide both theoretical and practical instruction. Madrid has no training schemes for trainers, nor has it budgeted for such a thing.

3.2 Trainers of trainers

3.2.1 Trainers of trainers in FPR

The Ministry of Education does not have a team of specialists employed full-time in teacher training; as far as training of its FP teachers is concerned, the Ministry acts in a managing capacity. It provides direct training only sporadically. In general, there are three types of trainer trainers:

1 university teachers
2 practising professionals, from public or private enterprises
3 practising FP teachers, who may occasionally provide instruction for their colleagues.

There are no specific regulations governing becoming a trainer of FP teachers, only a few guidelines: for example, trainers should

- belong to the same vocational family as they are asked to teach
- have experience in adult training.

3.2.2 Trainers of trainers in FPO

Trainers of trainers in INEM

At each of INEM's 28 occupational training centres, there is a technical co-ordinator in charge of trainer training, with specific attention to further technical training, each centre specialising in one or two vocational families. Also among the specialisms covered by INEM's trainers is educational sciences. The task here is methodically to train the trainers, with particular emphasis on temporary experts and teachers in associated centres.

Training of trainers by regional and local authorities

The conduct of teacher training and responsibility for providing this training varies widely. Training for trainers is normally given by teaching staff themselves, by contracted experts in teaching psychology or by specialists in the vocational subject matters concerned. Trainers generally also respond to open offers of training for self-improvement, or occasionally go to certain firms to update their technical-vocational knowledge.

3.3 Pattern of entry to a teaching career

Figure 3 (page 77) illustrates the normal channels of entry to the teaching profession. It traces the career of a teacher or trainer with a given university degree or professional qualification who enters the profession after passing a competitive entrance examination and thus joins the strength of government-employed teaching staff. Also shown is the route whereby one becomes a training expert, an associate trainer or a company trainer in initial and occupational vocational training, which is much more flexible and not so highly-structured. Such trainers are normally recruited from working environments, and they therefore come from a variety of academic and vocational backgrounds.

3.4 Statistics

With regard to teachers in FPR, in the 1992-93 academic year 41% of teachers of secondary education were in FP, see Table 5. In FPO, in 1993 only 8% of trainers were directly employed by INEM, (Table 6)

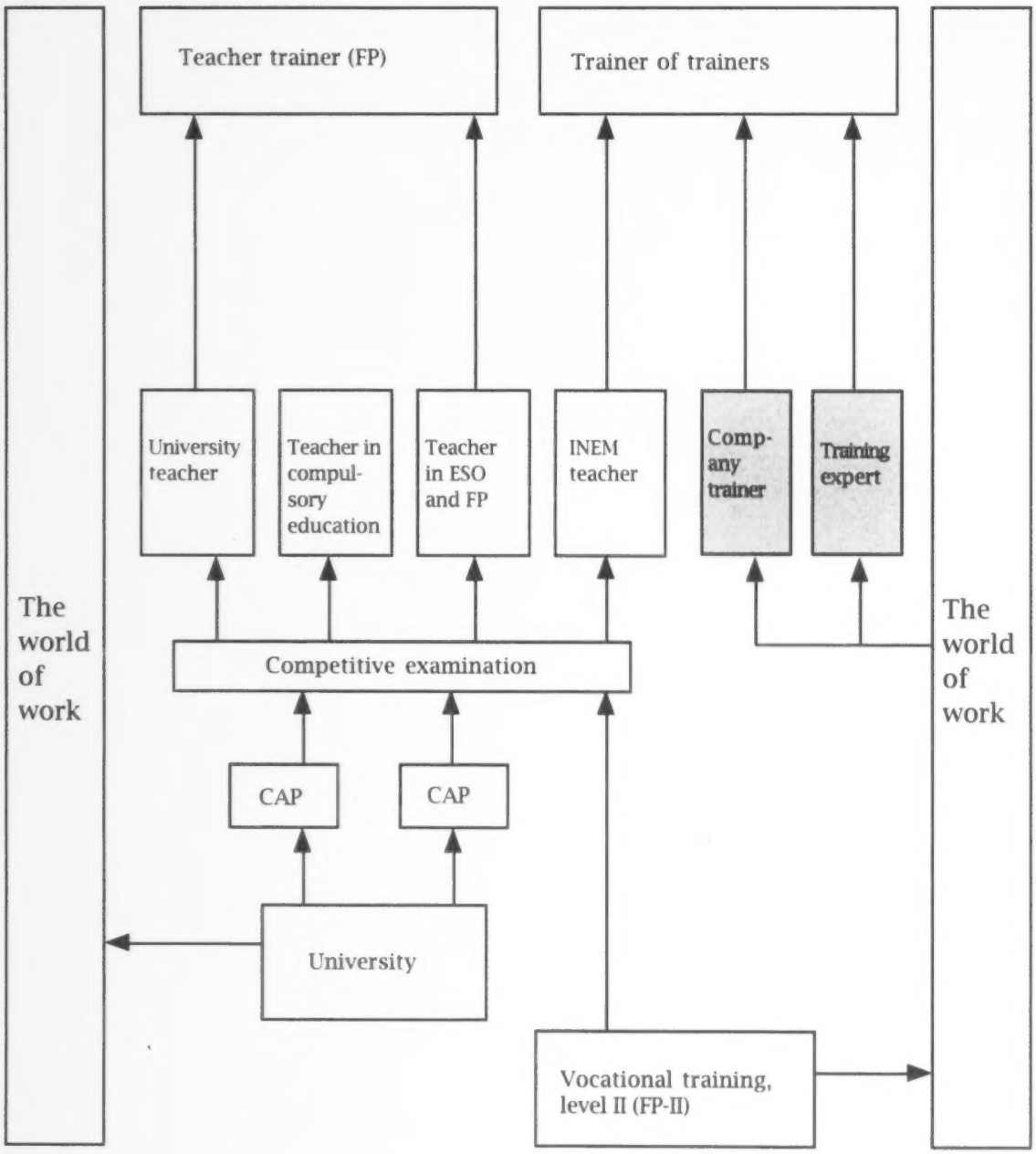
Table 5: Teachers in secondary education working in FP (1992/93) *Source: MEC official statistics*

Type of teachers	Number of teachers	Percentage
Leaving certificate	99 650	59.4
Technical FP	67 992	40.6
Total teachers	167 642	100.0

Table 6: Only 8% of teachers in FPO were permanent INEM staff in 1993 *Source: INEM official statistics*

Type of teachers	All teachers (1993)	Percentage
Permanent INEM staff	831	8.0
Employed by others	7 151	68.5
Experts contracted to INEM	2 458	23.5
Total	10 440	100.0

Figure 3: Formal and informal routes to becoming a trainer



Note: most of the boxes show to the formal training route, with admission by examination; the shaded boxes refer to the informal route to becoming a trainer, with admission on the basis of experience.

4 Regulation of teachers and trainers

4.1 Regulated vocational training

The basis for regulation of teaching personnel and their training is the LOGSE, under whose authority a number of statutory provisions have been introduced.

Types of teacher

The basic provision is contained in section 24 of the LOGSE. Royal Decree 1701/91 set up a Secondary Teachers Body, to which FP teachers in general areas were to belong. An FP Technical Teachers' Corps was also set up, composed of teachers in technological areas.

General conditions of admission

Royal Decree 1701/91, referred to above, sets out the general conditions for admission to the Body of Teachers of Secondary Education. The detailed conditions are laid down in Ministerial Order 4548/94, which also lists the subject lists for entrance examinations, specialisation and mobility between certain specialisms proper to the Body of Teachers of Secondary Education and the Body of FP Technical Teachers.

Section 24.2 of the LOGSE provides that candidates for admission to the strength of publicly-employed teachers in secondary education - and hence including FP teachers - must have completed a specialized teachers' training course.

Initial vocational training for teachers

Section 55 of the LOGSE requires teachers to receive initial vocational training, and section 56.4 provides for the creation of *Centres for the continuing training of teachers*, presently known as *Teaching resource centres* (CEPs), where teachers receive continuing training in methodology and technology.

Furthermore, there are the Training, innovation and development centres (Centros FID) which were set up specifically to train FP teachers. These Centros FID are regulated by Ministerial Order of 25 March 1993, which lays down their functions and defines who is to set them up and who are to be the teachers there; in practice, the first of these centres did not open until June 1994.

Completion of a specialized teacher training course is in itself a necessary pre-condition for admission to a teaching career. At present, the only specialized courses recognized by the Ministry of Education are the Courses in Teaching Proficiency (CAPs) offered by the universities through Institutes of Educational Science (ICEs).

Each ICE offers its students a specific programme in accordance with the subject range available. These courses total an average of 250-300 hours, of which roughly half is practical teacher training.

The CAP courses cover three broad areas:

1 **psychology**: all centres devote a specific syllabus block to psychology, concerned chiefly with the psychology of learning and the psychology of adolescence

2 **didactics**: teaching methodologies are taught, including how to plan, how to prepare a teaching unit on the basis of objectives and content, specific problems of teaching in the area concerned, learning strategies

3 **teaching practice**: this is the keystone of the CAPs. The aim is for the future teacher to have experienced all levels of an education centre, to have prepared a teaching unit and to have taught class.

4.2 Occupational vocational training

The admission requirements for INEM trainers vary; the regulations governing these aspects are set forth in Royal Decree 631, 1993.

5 Training programmes for teachers and trainers

5.1 Teachers in regulated vocational training

The Ministry of Education runs an annual update and further training programme for teachers, to complement other further training activities designed and carried out by the teacher centres or by public or private bodies belonging to the various regions or sectors. The training programmes for FP teachers aim at continuing updating of knowledge, especially in technological fields, and a specific plan is drawn up for each academic year. Within this 'Knowledge Update Programme', a number of long-term training courses of about 200 hours are run, targeting all FP teachers. The courses are designed and executed in co-operation with public and private enterprise. Course content is essentially technical, aimed at reinforcing the FP teachers' links with the world of work and at familiarising them with new technologies. Each course is organized in three two-week stages, taking place during term time. The programme for 1994-95, for instance, contemplates 56 courses for 13 vocational families. Table 7 shows an extract from this programming.

This plan is drawn up anew every year with reference to two criteria: results of the survey conducted by the Ministry of Education on training needs of teaching staff, and the labour market. On the basis of the latter, areas are identified where demand for qualified workers is greatest and hence where more specialized trainers will be required. Although this plan was intended to run for only five years, in view of its demonstrable usefulness it has been continued, with no limit set.

Table 7: Examples of training available for FP teachers in the academic year 1994/95

Vocational family	***Name of course (duration in hours)***
Administration & management	Public administration (185 hrs) UNIX environment, languages C, C++ and SQL (148 hrs) Financial marketing (148 hrs)
Graphic arts	Update in graphic arts (200 hrs)
Motor vehicles	Repair shop management (250 hrs) Ignition systems and electronic and diesel injection (205 hrs)
Consumers and marketing	Consumers (185 hrs)
Construction	Specialisation in structural calculation (150 hrs)
Electrics and electronics	Operating systems & language C in electronics (200 hrs) Microprocessors/microcontrollers, PC architecture (198 hrs)
Catering and tourism	Bakery techniques (177 hrs) Marketing and quality in service companies (200 hrs)
Personal image	Hydrothermal techniques and massage Aesthetic applications (130 hrs)
Timber and furniture	Update in timber and furniture technology (210 hrs)
Industrial mechanics	Supplementary electrics course for mechanics (105 hrs) Advanced course in automation and handling (105 hrs)
Chemicals	Total quality in the chemical industry (270 hrs)
Public health	Nutrition and analysis of foodstuffs (200 hrs) Bucco-dental promotion techniques and care (175 hrs)
Textiles	CAD-CAM in leather tailoring, production, machinery and technology (200 hrs)

5.2 Trainers in occupational vocational training

INEM's training policy for its teaching staff takes the form of a *teaching staff training system*, in line with its objectives. The system targets not only permanent teaching staff but also teachers on temporary contract and trainers at associated centres. Training of teaching staff is approached within an overall policy of modular, individualized, continuing training and addresses the development of teaching and technical skills. INEM itself provides the funding for this programme, making agreements for the use of outside funding if need be. INEM's teacher training policy is embodied in two forms: technical training and methodology training.

Technical training takes the form of continuing training, carried on chiefly in INEM's network of 28 occupational training centres. Course duration varies from 30 to 60, or even 100 hours, 60 hours being the average. The training offered is set forth in the 'Plan for Further Technical Training of Trainers in the Vocational Training and Work Entry Plan', an example of which is shown in Table 8. There are two types of technical training course: updating training and further training.

Methodology training consists of initial and further training, of variable duration. There is also specialized training in the form of continuing training, lasting less than 100 hours in all cases.

5.3 Training offered by regional and local authorities

The solutions adopted for teacher training programmes in the various Autonomous Regions and local districts vary substantially from place to place. Let us consider, for example, the case of the Catalan government's Labour Advisory Board. The Catalan government offers four different types of trainer training course, targeting different levels of occupational vocational training:

1 A 10-module course of training for trainers, each module lasting 25 hours. This is aimed at all kinds of trainers, whether on the staff of, or under contract to, co-operating bodies. It is compulsory for all trainers working on courses subsidised by the Catalan government who cannot furnish evidence of having undertaken a course in training methodology. Trainees need register for only one module.

2 An occupational training course for trainers on the permanent staff of co-operating bodies, lasting 125 hours.

3 A Master's course in trainer training, aimed at professional trainers who have to create and manage training plans and set up teams in public and private co-operating bodies and centres. This is run in co-operation with the Universidad Politécnica de Barcelona and lasts 1100 hours.

4 A trainer training distance course. This is video-based, with written backup and aimed at trainers who for geographical reasons are unable to attend the training modules.

Table 8: Selection of courses from the offering under the FIP Plan

Sector	*Name of course (duration in hours)*
Agriculture	Vineyard restructuring (50 hrs) Soil-less crops (50 hrs) Introduction to pneumatics in agricultural applications (30 hrs)
Construction	Thermal and sound insulation in buildings (25 hrs)
Industry	Motor vehicle electrics and electronics (90 hrs) Quality management (50hrs) Digital and analogue treatment with PLC structured robot-programming level 11 (60 hrs) 135-U mono- and multi-processor robots (75 hrs) Telecommunications (60 hrs) Setting up an Ethernet local network for Novell NETWARE 3.11 OS (85 hrs) Development of micro-processors 111 (100 hrs) Personal computer maintenance (50 hrs) Meat industry: preparation of packed meats (30 hrs) CNC parameter programming technician (60 hrs) Diecasting (75 hrs) Textile quality planning and control (50 hrs) CAD applied to design and make-up of industrial patterns (50 hrs)
Services	Management IT: current accounting version (50 hrs) Page maker desktop publishing (50 hrs) Animation: 3D Studio Animator Pro (50 hrs) Educational technology (50 hrs) AUTOCAD 12 update and advanced techniques (50 hrs) Graphic design: Windows environment (25 hrs) Computerised reception management (100 hrs) Manual and computerised cash and carry and wine store management (50 hrs) CAD work station operator (WORKSTATION) (84 hrs) Expert on European Communities (45 hrs) Access to national and international transport (50 hrs)

Note: courses are distributed by families within sectors; they may belong to different vocational families within the same sector.

6 Initial training for teachers and trainers

6.1 Initial training required

6.1.1 Initial training of teachers of regulated vocational training (FPR)

Royal Decree 850/93 regulates admission to and acquisition of specialized qualifications for government-employed teaching staff with reference to technical teachers of vocational training. Section 17.3 sets forth the regulations for admission to the body of FP technical teachers, and also establishes the following prior training requirements:

- possession of a university diploma, technical engineer's certificate, technical architect's certificate or other qualification of equivalent level for teaching purposes; in this case, professional experience in a field of work related to the subject or area applied for may be a further requirement

- possession of either the specialized teaching qualification referred to in section 24.2 of the LOGSE, or the teaching proficiency certificate.

These same specialist teaching qualifications, or the teaching proficiency certificate, are an absolute requirement for admission to certain posts or teaching levels. Candidates are selected by means of competitive examination plus a period of teaching practice. Those who successfully complete these stages are admitted to the relevant teaching body.

6.1.2 Initial training of teachers of occupational vocational training (FPO)

For admission to the *vocational training intermediate scale* (EMFO), the civil service body to which such trainers are attached, candidates for posts as INEM staff teachers must have a training background suited to the post sought. The minimum requirement is an intermediate university qualification in the specialism that they seek to teach. After passing a competitive examination, candidates undertake a course of teacher training especially designed for this group of trainers, comprising technical and methodological materials - see Figure 3 (page 77).

For other INEM trainers, whether experts on contract or staff at associated centres, admission to the profession is not strictly regulated, and therefore their initial training will vary widely depending on the kind of course they are to teach and the specific requirements laid down by each centre.

6.1.3 Initial training of teachers with regional and local authorities

Although there are variations from region to region, candidates are generally required to possess either an academic or vocational qualification suited (in content and level) to the subject matter or the specialism to be imparted, or to provide evidence of work experience sufficient to guarantee that they possess the requisite technical-vocational knowledge. Some previous teaching training or experience is also normally required, or else participation in a programme of instruction in teaching methods and techniques.

6.2 Routes to becoming a trainer of trainers

Below are some examples of routes by which one may become a trainer of trainers in various areas.

Training of trainers in regulated vocational training

Trainers at Centros FID, where FPR teachers receive initial and further training, are most commonly recruited from experienced teachers holding permanent posts in vocational training centres, on a merit basis. The person interviewed had been working in one of the liberal professions before taking up teaching. She held a university degree in economics and had worked as a tax accountant. After entering the education system, she worked for a number of years as a teacher of administration before being admitted to the Centros FID.

Training of trainers in occupational vocational training

Trainer trainers with INEM are teachers who have passed the EMFO entrance examination and then begin by delivering general courses. After a time, they may apply to give training to trainers. There is no examination or merit procedure for admission. The sample case here was the person who was head of INEM's trainer training service. Before passing the examination for admission to the EMFO, she had worked as a teacher at a Regulated vocational training centre, in kindergartens, in personnel selection and as a temporary contract teacher with INEM's trainer training service. After passing the admission examination to the post of trainer, she continued to give courses until she was promoted to her present post on the basis of merit.

A special case: training of trainers under the PETRA programme

In this case, being a trainer of trainers required a great deal of experience and involved working to further the development and dissemination of the programme. The sample case here was the person responsible for running training at the Fundación Confemetal. This person, a graduate in economics, began her career as manager of a real estate firm. From there she went on to tax accountancy, then the stockmarket, finally ending up with the Fundación Confemetal, where she was in charge of management training, international business and relations with the European Union. What is especially interesting is that throughout her professional career she had personally taken charge of the initial training of workers in every firm in which she has worked.

7 Continuing training

7.1 Description of training currently available

In Spain, there is relatively little structuring of the range of courses, programmes and activities for the continuing training of teachers. Training may be of two types: improvement of teaching techniques (eg methodology, teaching aids, evaluation), or updating on subject content, depending on the specialism of the individual teacher.

In the case of FPR, in addition to the updating programmes, teachers may attend a large number of activities organized and developed by the Teaching resource centres or the Centros FID. Other teachers may attend courses and activities organized by training centres, resource centres, professional teachers' associations where they exist, and private training organisations. The latter provide most continuing updating training for teachers in Spain at the time of writing.

Turning to the development of technology and communications systems, this is where most effort is being made not only to avoid teacher obsolescence, but positively to bring teachers into the forefront in terms of technical knowledge, information technology, business sciences and so on. As well as generally-available private and public training facilities, there are opportunities to take part in the general occupational training programmes offered by INEM and other government institutions, which cover practically all technical and vocational areas and specialisms.

7.2 National directories

Apart from a few short lists of public or private training available in certain geographical areas (eg Catalonia) or restricted to certain training institutions or organisations (eg Chambers of Commerce or private training centres), there is only one general directory providing information on all available continuing training: the *Directory of training* (DIRFO). This is a private venture, although it lists both public and private training opportunities. It is available on computer disc, making it particularly flexible and easy to use.

Much of the DIRFO information refers to activities for teachers and trainers: updating of teaching skills and methods and also various subject areas or specialisms; long-term courses or programmes and short or intensive courses or seminars; courses for personal attenders; and distance or self-teaching courses.

DIRFO includes information on over 1000 different companies, 15,000 courses, nearly 2000 open and distance training programmes, and 1500 audiovisual or self-instructional packages:

DIRECTORIO DE FORMACION
Comandante Zorita 49, 2°

28020 Madrid
✆ 34-1-534 2992

7.3 Databases In addition to DIRFO, there is a database on topics or aspects of education in general, again a private initiative, called Documento de Educación (DOCE). This database can be consulted online via Ibertext, a system which provides value-added telecommunications access to remote databases. Part of the information is available free and the other part either on a subscription basis or by payment for each consultation. The information is divided into four blocks: educational documentation, information on education, teaching resources and communications. Information on training activities available is located in the block of information on education. For information or subscription to the service, contact:

DOCE
Alverja 18
28011 Madrid ✆ 34-1-479 3413

8 Useful addresses

8.1 Trainers' associations There are no specific professional associations for teachers and trainers in secondary education and vocational training within the Spanish education system. The role normally played by professional associations is discharged by specialized sections of the leading trade unions: Unión General de Trabajadores (UGT) and Comisiones Obreras (CCOO). In addition to the pursuit of strictly trade-union objectives and demands, the education unions carry out functions as professional associations, to help their members improve their professional skills and to promote mutual exchanges, innovation and progress. They also organise or co-ordinate activities programmes for the accomplishment of these aims. Information on such activities is available at the following addresses:

UGT - Formación
Hortaleza, 88
28004 Madrid ✆ 34-1-589 7684

COMISIONES OBRERAS - Formación
Fernández de la Hoz, 12
28010 Madrid ✆ 34-1-410 5008

Also worth mentioning is the Association of workshop instructors (Maestros de Taller). This is composed of teachers of practice in technical FP subjects. In practice this association has tended to devote itself more to defence of the rights and status of its members than to strictly training activities. The only existing association that is specifically oriented towards training and development of its members is AFYDE (an association for business

training and development), whose members are profess-ional trainers irrespective of the body (eg educational institution, enterprise, consulting firm) for which they work. AFYDE has no particular admission requirements other than evidence of working professionally in the field of training. It does not provide training for trainers nor does it issue its own diplomas or qualifications as do other such associations elsewhere in Europe. It chiefly engages in organising activities, conducting surveys or compiling publications for updating and further training of its members, and also in providing channels for exchange and communication among them. Information may be obtained from:

Asociación para la Formación y el Desarrollo (AFYDE)
General Moscardó, 5 - 2°G
28020 Madrid ✆ 34-1-554 4408

Finally, some associations with small memberships and narrow scope have grown for the purpose of enhancing development in certain aspects of education or training. One of these is the Association for development of educational information technology (ADIE), which fosters the introduction and utilisation of IT-based educational technologies among members and institutions. Information may be obtained from:

ADIE
Aptdo 60149
28020 Madrid ✆ 34-1-398 6063

8.2 Information and resource centres

8.2.1 Public sector

The Ministry of Education's CEPs and Centros FID, and the regional education advisory boards, are centres providing information and resources for teachers. There, teachers - and *only* teachers - have access to all kinds of information for the purpose of updating and professional development and are enabled to take part systematically in activities, training work or conferences intended to help develop teacher capacities and improve the quality of education. Information on these centres may be obtained from:

Subdireccion General de la Formación del Profesorado del
Ministerio de Educación y Ciencia
Paseo del Prado, 28
28014 Madrid ✆ 34-1-420 1600

Information is also available on the type and characteristics of training activities for FP teachers, from the address overleaf:

Servicio de Formación del Profesorado de FP
Ministerio de Educación y Ciencia
Argumosa, 43 (Pab 5)
28071 Madrid ✆ 34-1-528 5324

By 1994, full responsibility for education had been transferred to seven Autonomous Regions: Andalusia, Catalonia, Canary Islands, Valencia, Galicia, Navarra and the Basque Country. Information on activities organized within their territories may be obtained from their respective Education Advisory Boards (Consejerías de Educación).

For their part, the universities do a great deal of work on initial and further training of teachers. In particular, the Universidad Nacional de Educación a Distancia (UNED) provides post-graduate training for teachers. Its headquarters are:

UNED
Calle Galileo, 7
28015 Madrid ✆ 34-1-593 8860

Information on activities for teachers and trainers may be obtained from:

Programa de Formación del Profesorado UNED
Aptdo de Correos 14010
28080 Madrid.

Every Spanish university has an Institute for educational sciences (ICE). In the course of the academic year, these run both the Teaching Proficiency (CAP) programme mentioned earlier and a variety of seminars, courses and conferences for teacher updating in general. Although vocational training teachers may attend at all universities, the ICEs at the polytechnic universities normally offer specific training for teachers and trainers in the various vocational areas and families.

An up-to-date list of ICE addresses may be obtained from the Dirección General de Universidades; otherwise information may be obtained from individual universities. On occupational vocational training, trainers are entitled to attend open training courses and universities, and also have access to additional resource centres exclusively for them, namely Occupational Training Centres, whose function is to train teachers both in methodology and in their subjects. INEM's trainer training service further provides detailed information on courses, duration, content, location, admission requirements and so on. Details from:

INEM
Servicio de Formación de Formadores
Josefa Valcárcel, 40 bis
28027 Madrid ✆ 34-1-585 2065

8.2.2 Semi-public associations

In this category are the Chambers of Commerce, which do a good deal of work on open training. These bodies, in which employers and businesses take part, have as their principal mission to provide information and advisory services to firms and individuals engaged in trade and industry. However, the training side of their activity has become a key factor for the expansion of training in the sphere of business. The General Council of Chambers of Commerce has a unit specialising in matters of training; this unit, while working to secure a degree of coherence among the different Chambers of Commerce in training guidelines and applications, has recently taken on an important role in the promotion and development of in-company training practice for vocational training students, and hence in the introduction of and liaison with company tutors. This activity enters into the Agreement recently concluded by the Ministry of Education and the General Council of Chambers of Commerce on Training at Work Centres. Addresses of Chambers of Commerce may be obtained from:

Consejo Superior de Camaras de Comercio
Claudio Coello, 19
28001 Madrid ✆ 34-1-431 3901

8.2.3 Private bodies

Of particular importance among private institutions is the Spanish confederation of educational centres (CECE), a grouping of a large number of private educational centres. Through the dependent Institute for Educational Techniques (ITE), it carries on a wide range of activities in training, promotion and dissemination among teachers at member centres, in both general and vocational training. Its address is:

CECE
Españoleto, 19
28010 Madrid ✆ 34-1-308 7117

Again in the sphere of private education, the Spanish federation of private academies attaches importance to the task of further training, updating and information of teachers at member centres. As we noted earlier, a large proportion of young Spaniards receive training oriented towards first-time job seekers at this kind of centre. Although there is virtually no regulation of teaching staff, the Federation provides support and information to those who request it. The address is:

Federacion Española de Academias Privadas
Avda Gran Vía, 31
28010 Madrid ✆ 34-1-521 5070

9 Institutions, organisations and courses

9.1 Organisations and institutions

The institutions offering training of trainers in Spain are essentially those described in section 8.2: CEPs, Centros FID, UNED and ICEs (Ministry of Education) and Occupational training centres (Ministry of Labour). The range of training courses offered by the private organisations is wide, although these often provide custom-designed training activities for specific groups of trainers at public or semi-public institutions.

9.2 Courses

The following sources were consulted to compile this chapter: the Ministry of Education's training programmes, INEM's programmes and the data contained in DIRFO. In addition, a great deal of information was supplied directly by semi-public and private bodies and organisations. This information was for training programmes in 1994, and the reader should be aware that the range of training activities is updated yearly. Given the impossibility of listing here the entire range of training available for teachers and trainers in regulated and occupational vocational training, for the sake of illustration, Tables 9 to 11 provide expanded examples of some of the courses listed in Tables 7 and 8.

Table 9: Sample courses on training methodology

Name/course title	Conditions for admission	Programme objectives	Duration (hours)	Organising body
Innovation in education via classroom intervention	Practising teachers in EGB, BUP and FP	To provide a suitable framework for training teachers in methodology, practical foundations of research in the classroom, and enabling teachers to control classroom performance	180	UNED
How to teach	All professionals who have to pass on knowledge to a group of persons in the firm	To provide a grasp of the trainer's role in the context of the firm	72	TEA-CEGOS Fray Bernardino de Sahagun 24 28036 Madrid 34-1-359 8311
Master in training of trainers (European training expert)	Professional trainers who have to plan and run training plans and teams in public and private bodies and enterprises	To specialise in the training process	1100	Catalan Government Department of Labour and Barcelona Polytechnic University
Training of trainers	Persons responsible for design and implementation of training programmes, teachers and trainers of adults teachers of special methods, languages, vocational guidance etc	To train professional trainers working in the spheres of adult training and special teaching methods	900	FONDO FORMACION Pza. Ciudad de Viena 7 28040 Madrid 34-1-535 0017

Table 10: Sample courses for vocational sectors

Name/course title	Conditions for admission	Programme objectives	Duration (hours)	Organising body
Course on specialisation in taxation	INEM teaching staff experts and teachers at associate centres	To equip teachers for this subject, providing theoretical and practical knowledge that they need to give training courses and prepare their own teaching materials	60	INEM Alicante Occupational Training Centre
Total Quality in the chemical industry	Teachers of FP, chemistry branch	To provide a grasp of Total Quality in the chemical industry, and to update trainers' knowledge of instrumental techniqes and how they apply to quality control	269	Zaragoza CEP

Table 11: Sample courses targeting specific groups

Name/course title	Conditions for admission	Programme objectives	Duration (hours)	Organising body
Occupational therapy	Monitors at occupational centres	Training of occupational monitors	30	Valencian govt Dept of Labour and Social Security
Comparative law and basic legislation on minors	Professionals in general social services	To analyse the evolution of models of legislation governing protection of minors in Europe and Spain	24	Valencian Govt. Dept of Labour
Gypsy associative movements	Members of executive committees of Gypsy associations	To enhance the training background of members of the Gypsy community	8	Government of Castilla León Dept of Labour
Guided work	Teachers in special education	To enhance models of guided work for handicapped young persons and adults	20	MEC Provincial Directorate Asturias

10 References

Dirección de Renovación Pedagógica del Gobierno Vasco 'Formación permanente del profesorado' Gobierno Vasco 1993

García Alvarez, J 'La formación permanente del profesorado: más allá de la reforma' ed Escuela Española Madrid, 1993

Ministerio de Educación y Ciencia 'Estadística de la enseñanza en España', MEC, 1993

Ministerio de Educación y Ciencia, Dirección General de FPR 'Oferta interprovincial de cursos para el profesorado de módulos experimentales de FPR', MEC, 1993

Ministerio de Educación y Ciencia, Subdirección General de FPR 'Memoria 1992-93', MEC, 1993

Ministerio de Educación y Ciencia, Subdirección General de FPR 'Cursos de actualización en instituciones y empresas para profesores de FP', MEC, 1994

Ministerio de Educación y Ciencia, Subdirección General de FPR 'Formación en Centros de trabajo y prácticas formativas en empresas', MEC, 1993

Ministerio de Educación y Ciencia, Subdirección General de FP 'Oposiciones para el ingreso en los cuerpos docentes de FPR', MEC, 1994

Ministerio de Educación y Ciencia, Subdirección General de FPR 'Rasgos esenciales del nuevo modelo de FP', MEC, 1991

Ministerio de Trabajo y Seguridad Social Proyecto INEM-CINTERFOR/OIT 'Políticas y estrategias de formación de personal docente en instituciones de formación profesional de América Latina y España', MTSS, 1993

Ministerio de Trabajo y Seguridad Social Servicio de Formación de Formadores 'Plan de formación y perfeccionamiento técnico de formadores del Plan FIP', MTSS, 1994

Ministerio de Trabajo y Seguridad Social Subdirección General de Formación Ocupacional 'Curso selectivo de formación de entrada en la Escala Media de Formación Ocupacional', MTSS, 1990

Ministerio de Trabajo y Seguridad Social INEM, 'Estadísticas de Formación Ocupacional', MTSS, 1993

Ministerio de Trabajo y Seguridad Social 'Programa Nacional de Formación profesional', MTSS, 1993

Motta, Carlos 'Encuesta para el diagnóstico del perfil curricular del formador de formación profesional ocupacional en España' MTSS, 1990

Universidad Nacional de Educación a Distancia 'Programa de formación del profesorado 92/93' UNED, 1992

Universidad Politécnica de Madrid 'Monografía sobre la Formación Profesional en España' CEDEFOP 1992

France

1 Introduction

Very few studies have been made of French trainers in initial vocational training - as opposed to company trainers - until now. This is due in part to the organizational structure of vocational training and in part to the subdivisions among the various groups of trainers. There are several areas in which the recruitment, training and careers of trainers all function differently, for example:

- teachers (in vocational and technical schools) in full-time initial vocational training
- teachers in apprentice training centres in part-time vocational training, which is part of the apprenticeship system
- public and private sector trainers who are involved in continuing training activities for young people between the ages of 16 and 25 years.

The current changes in training for initial vocational training must be seen in the broader context of the change in an education system which is forced to redefine both its tasks and methods in an environment of pressure from economic and social factors. For this reason, this study aims to define the training provision for trainers in initial vocational training and has the dual goal of:

- elucidating the overall framework in which trainers operate
- identifying the various training professions within the various sub-systems in order to give readers from other countries the overview required to understand and evaluate the system.

Structure of the chapter

Three areas of study were chosen:

- initial vocational training within the school system
- apprenticeship
- vocational training for young people between the ages of 16 and 25 who have left the education system.

We focus on the age group 16-25 years, corresponding to statistics which subdivide trainees into three groups: 16-25, 25-49 and 50+ years. Our field of investigation therefore only partly covers that of the PETRA programme (16-28 years).

Section 2 provides general data on the French education system, helping the reader to understand the links between the vocational training system and other parts of French education. The three main vocational training structures - initial and continuing training and apprenticeship - are examined more closely. In sections 3 - 5 we discuss the trainers and the vocational training professions, the

organization and regulation of these professions and the target groups they train. Sections 6 and 7 focus specifically on initial and continuing training, including three specific examples. Sections 8 and 9 contain useful addresses and lists of training courses and resources for trainers, showing specialized training schemes for trainers of specific groups of trainers, and broader, more general training provision for all trainers. Section 10 provides a list of references.

The study is based primarily on a documentary analysis and a summary of statistical data drawn up for the most part by:

- the Ministry of Education (Department for evaluation and forecasting and ONISEP), covering the years 1992-1993 and 1991-1992
- the Ministry of Labour, Employment and Vocational Training (Annex to the draft Finance Law for 1994, concerning vocational training) in 1992
- the Ministry of Agriculture, covering 1992.

This study has also been supplemented by direct contacts with the main organizations (some 20 in total) involved in vocational training and/or utilizing training and/or offering training for trainers.

2 Initial vocational training

2.1 Description of the system

2.1.1 The education system in France

In France, the education system provides a common basis of education for all young people up to the end of the 3rd year of secondary schooling (aged approximately 14) - see Figure 1, page 96. They are then channelled into short or long cycles consisting of various education paths: general, specialized, technological and vocational education leading in the long term to working life.

2.1.2 Decentralization of vocational training for young people

Initial vocational training (Figure 2, page 97) is the responsibility of the Ministry of Education which entrusts vocational training to technological and vocational schools which share responsibilities. The regions compile the regional programmes and plan training investment. Decisions on opening and closing programmes, on recruitment and placement of teachers and on putting together and awarding certificates rests with the state.

The regions have total responsibility for apprenticeship and for developing initial training in the public education system. In July 1993 the state transferred to the regions responsibility for training programmes for young people between the ages of 16 and 25 who leave the school system without qualifications or with inadequate qualifications. The latter need new or basic training similar to that given to young people within the initial training system.

Traditionally in France vocational training is not the favoured path to working life. Public bodies and sectoral bodies are attempting to improve this image, in particular by adopting measures laid down in the *Five year law on labour and vocational training* of December 1993, which aimed to offer to each young person vocational training that confers a qualification before leaving the school system.

2.2 Three access routes: initial training, apprenticeship and continuing training

Vocational training is linked by occupational certificates which may be obtained by a number of means: initial training (full-time), apprenticeship (part-time) and continuing training (full-time or part-time). Agricultural training has a similar structure. The ministries most closely involved in vocational training are the Ministry of Education and the Ministry of Agriculture for initial and continuing training and the Ministry of Labour, Employment and Vocational Training for continuing training.

2.2.1 Full-time vocational training as a student

During schooling between 13 and 16 years of age, a young person may be guided towards general education or towards one of two other paths:

- the *vocational path*, a short training cycle leading to vocational certificates and culminating in employment: CAP-BEP-Bac Pro. Study takes place at vocational schools.

- the *technological path*, a long training cycle leading to higher education and culminating in either a technician's diploma or a technological baccalaureate. This path exists in technical schools.

In theory, it is possible to cross between these paths and general education. However, in practice very few young people transfer from vocational to general education. Higher paths offer post-baccalaureate training: at a technical school for the technological path (advanced technicians), at university institutes of technology or specialized colleges.

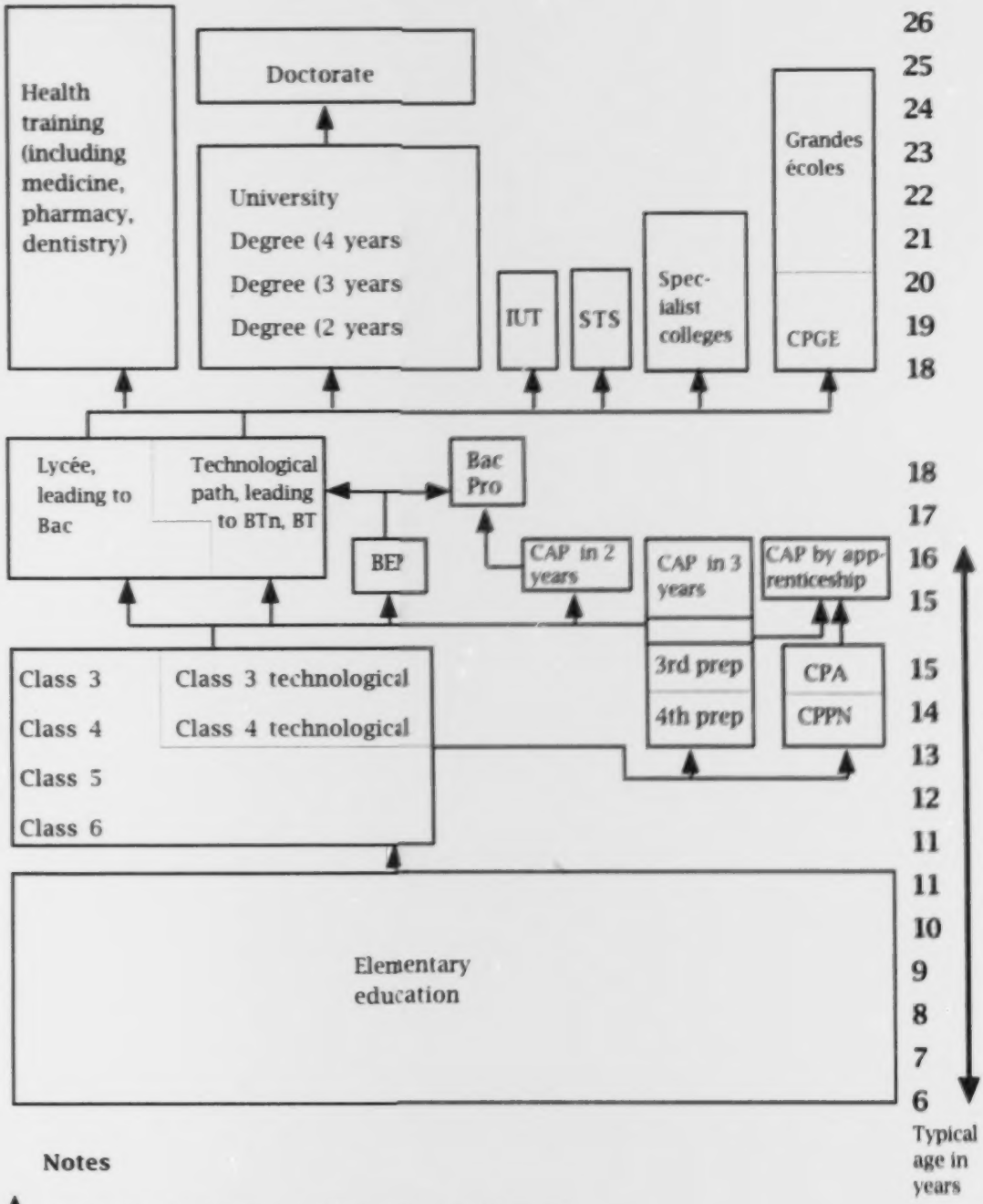
For a student, vocational training is full-time. Training is divided into theoretical courses (general and technological education) and practical courses (in workshops simulating actual working conditions). The workshop courses are longer than the theoretical courses. On average, courses occupy 36-40 hours per week. For most of the technological certificates, practical periods in industry or companies are arranged.

2.2.2 Apprenticeship, vocational teaching with a working contract: part-time

Apprenticeship is initial training with a work contract (on average two years) which is signed by the trainee and by the company, which must have previous approval to do so. It consists of alternance training given simultaneously by the company and by an apprentice training centre (CFA) selected by that company. The

Figure 1: The general education system in France

Source: ONISEP and DEP, Ministère de l'éducation nationale



Notes

Compulsory education is from age 6 to 16 years.

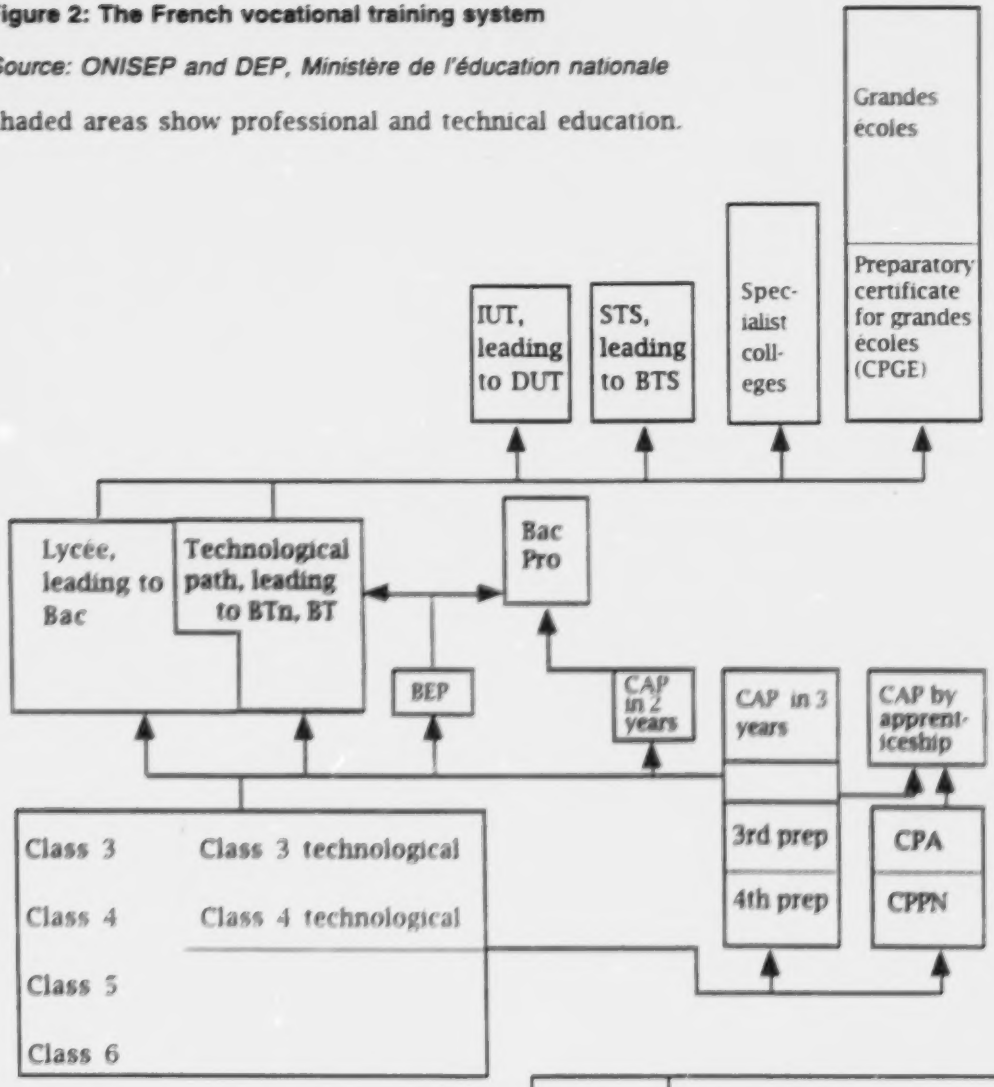
Acronyms are explained in the box on page 97, with a fuller list on page 187.

Classes 6 and 5 together form the *observation cycle*, while Classes four and three form the *orientation cycle*. These two cycles together comprise the first cycle of secondary education.

Figure 2: The French vocational training system

Source: ONISEP and DEP, Ministère de l'éducation nationale

Shaded areas show professional and technical education.



Bac	Baccalaureate
Bac Pro	Vocational baccalaureate
BEP	Diploma of occupational studies
BT	Technician's diploma
BTn	Technician's baccalaureate
BTS	Advanced technician's diploma
CAP	Certificate of vocational aptitude
CPA	Pre-apprenticeship class
CPPN	Pre-vocational remedial course
DUT	University diploma of technology
IUT	University institute of technology
STS	Advanced technician section

latter may be public or private. The employer is responsible for the practical training of the apprentice: it provides the apprentice with the tasks or workplace to enable him to carry out the work in line with the annual progression agreed upon with the CFA.

Apprenticeship is funded from the apprenticeship tax, paid by all private employers with the exception of the free professions and agricultural companies. The state and the regional councils also contribute towards funding. The young person's pay is calculated as a percentage of the minimum wage, and depends on the age of the apprentice and the terms of the contract.

A specific case: the journeyman system (le compagnonnage)

Training given by journeymen is an old form of apprenticeship in the guild tradition of craft trades. The young people train in an apprenticeship training centre and then depart on a three-year 'tour de France'. They work in companies under master journeymen and change towns every three to six months. At the same time they take evening courses with the journeyman, who also provides accommodation. Training finishes with production of a piece of work for which the title of journeyman is awarded. The training is given by professional craftsmen, who themselves became journeymen by this system. They teach the trainees the required skills and impart a professional ethic. Their work is a symbol of the excellence of craft trades.

2.2.3 Continuing training: full-time and part-time

Young people between the ages of 16 and 25 may undergo full-time continuing vocational training taking courses as vocational training trainees (paid) or may follow part-time courses under alternance training contracts signed with the companies.

The majority of certificates obtained throughout initial training may also be awarded in continuing training. Continuing training courses are also followed to study for certificates and diplomas awarded by specific occupational sectors.

Continuing training may be given in public, semi-public or private institutions. In certain instances the training is given in the same classes or paths as for initial training. The difference lies in the status of the trainee (school student or vocational training trainee).

2.2.4 Specific measures for young people aged 16-25

The rise in unemployment among young people leaving school has prompted public bodies to adopt specific measures to facilitate the social and occupational integration of young people between the ages of 16 and 25. These measures are on behalf of the less qualified and gives them a 'second chance'. It is possible to change over to initial training to permit young people to follow a course leading to a qualification - as a vocational training trainee - and a number of measures promote alternance training under a work contract with a company (see Table 1, page 100).

In addition to the apprenticeship contract, three labour contracts are specific to young people between the ages of 16 and 25. All are funded partly by the state and partly by the employers: a *qualification contract*, an *orientation contract* and an *adaptation contract*.

Qualification contract: a contract of fixed duration (from 6 to 24 months) aimed at helping young adults (age 16-25 years) to acquire vocational qualifications, whether they lack qualifications altogether, have unsuitable qualifications or are long-term unemployed

Orientation contract: a contract intended for young people seeking immediate work, including complementary training designed by the employer, which can be completed within the firm itself. Any employer outside the public sector can use this scheme; a tutor is appointed within the firm to advise, counsel and follow the young person throughout its duration.

Adaptation contract: a contract which offers young people work experience within the enterprise for 3 to 6 months, while allowing them to undertake or complete a vocational project. The target population is young people of 16 to 23 years who have interrupted their studies prematurely without first obtaining qualifications.

Table 1 (page 100) summarises the features of these four types of contract for young people aged 16-25 years.

Action from the Ministry of Education

Since 1987 the Ministry of Education has implemented a number of measures to promote integration for young people leaving schools, vocational schools or areas of specialized education. Generally these are long-term measures, since short units with information and guidance in seeking a job are now included in initial training courses. Certain courses combine both initial and continuing training measures and permit young people at level VI to obtain level V within 2 to 3 years (one year of initial training and two years under a qualification contract).

The personalized training entitlement for young people

Set up in 1989 by the state, the personalized training entitlement (CFI) gives young people between the ages of 16 and 25 the right to obtain a qualification through continuing training. The young people take a customized course in which training for a recognized qualification alternates with the acquisition of occupational skills. As far as possible, the CFI promotes alternance training.

Action from the Ministry of Labour

AFPA, the association for the vocational training of adults, is a semi-public body under the aegis of the Ministry of Labour, which has the primary task of providing young people between the ages of 16 and 25 with preparatory qualification courses. However, the courses cater for all types of groups as it is AFPA's policy to split up the target groups by level of qualification, not by category. In 1993, 7000 young people aged 16 to 25 years were trained by AFPA.

Table 1: Alternance contracts for young people aged 16-25 years

	Apprenticeship contract	Qualification contract	Adaptation contract	Orientation contract
Recipients	Young people of 16-25 years who have completed the first cycle of secondary education	Young people of 16-25 years with inadequate or no qualifications for finding work	Young people of 16-25 years who need rapid training to find work	Young people of 16-22 years who have completed no more than a second cycle of general, technological and vocational secondary education
Employer	All employers excluding the State, territorial and public bodies	All employers excluding the State, territorial and public bodies	All employers excluding the State, territorial and public bodies	All employers excluding the State, territorial and public bodies
Form	Specific work contracts of 1-3 years	Fixed-term contracts of 6-24 months	Fixed-term contracts of 6-12 months or permanent contracts for some employees	Fixed-term contracts of 3-6 months, non-renewable
Aims	To acquire a vocational qualification culminating in a vocational or technological certificate of second degree or higher, engineer or equivalent	To acquire a recognized vocational qualification (or equivalent recognized by the sectoral associations)	To adapt qualifications to the post occupied in a company	To integrate young people facing difficulties with the labour market and to give careers guidance through work experience
Training	Theoretical: in an apprentice training centre Practical: with employer	In a training centre inside or outside a company (teachers and trainers)	In a training centre inside or outside a company (teachers and trainers)	In a training centre inside or outside a company (teachers and trainers)
Duration	25% in CFA 75% with employer	25% of total duration of contract (excluding sectoral agreement)	CDD: 200 hours CDI: a maximum of 12 months	Orientation activities: duration exceeding 32 hours per month
Monitoring by company	Apprentice supervisor	Tutor(s)	Tutor(s)	Tutor(s)
No of contracts signed in 1992	221 798 (including agricultural sector)	103 326	65 000	2 000

2.3 The certificates awarded in vocational and technological education

In order to keep pace with technological change, the contents of most of the technological and vocational courses have been revised since the mid-1980s with the aims of:

- providing 100% of all young people with a level of qualification equivalent to CAP (level V)
- providing 80% of young people with the baccalaureate (level IV)
- adapting the contents of the training courses to the needs of young people and the needs of industry
- promoting practical training in companies to facilitate the social and technical integration of young people
- giving trainees the level of general education necessary to master the technology of the future.

The contents of the vocational training courses are determined by the Ministry of Education, in conjunction with the representatives of public bodies, other ministries and the employer and trade union organizations, in joint consultative commissions. These joint bodies monitor changes in each course, decide on revisions and abolitions or regroupings of courses and on setting up new diploma courses.

2.3.1 The vocational path and the technological path

The vocational path leading to working life

The courses are given in vocational schools or apprenticeship training centres. More than half the trainees enter the secondary and tertiary sectors. The following courses are offered:

The certificate of vocational aptitude (CAP): depending on specialization, 2- or 3-year courses are taken in vocational schools after the third class. CAP is a trade qualification and has 276 specializations and 33 training sections. Up to the end of the 1970s this certificate was the symbol of excellence in the trade. It was then replaced by the BEP. During the courses the trainees who have the status of students spend a 15-day practical period in a company.

The diploma of occupational studies (BEP) is a two-year course in a vocational school, providing skilled worker training. The BEP provides broad training in a particular area. There are 53 different BEP courses in 14 occupational sectors (eg metal-processing, mechanics, construction and public works, health and social occupations).

The supplementary course is an additional one-year specialization subsequent to CAP or BEP. It culminates with certificates that are recognized by the various occupational sectors.

The vocational baccalaureate (Bac Pro), was set up in 1986 and is taken over two years following BEP or CAP (over two years following the third class at a vocational school). There are a total of 48 different courses preparing trainees for working life. Holders of the Bac Pro may go on to higher education. A Bac Pro holder may become a technician or a highly qualified worker in his field. It is possible to continue studies, particularly for the BTS (advanced technician's diploma) but this is difficult. The Bac Pro gives preference to alternance training in order to make the trainee better acquainted with technological developments and the nature of professional life. Sixteen weeks of the two-year course are spent in a company, and this is an integral part of the training. The Bac Pro is tending to replace the BEP.

The certificate of craft trades is taken over two years at a vocational school following completion of the BEP or the CAP. This new diploma which is of a similar level to the Bac is designed to replace the technological baccalaureate in the crafts sector.

The technological path leading to higher education

The technological baccalaureate (certificate at level IV) is taken over three years at a technical school following the third class. Nine different groups of baccalaureate cover 38 different specializations. They prepare students for entry to a university institute of technology.

The technician's diploma (level IV) is taken over three years in a technical school following the third class. In the short term the technician diploma will change progressively to vocational or technological baccalaureates.

The diploma of craft trades is equivalent to the level of advanced technician (level III). It was set up to encourage innovation and to maintain and impart knowledge of traditional techniques. It is taken over two years in a higher trade school following the technological baccalaureate or the technician's baccalaureate.

2.3.2 Short-term higher technological education: 2 years post-Bac

The advanced technician's diploma (BTS) is a very specialized certificate at level III which is taken over two years at a technical school following the Bac. All subjects focus on a particular trade. There is little or no choice during the course. The BTS entitles the holder to an intermediate position working along with engineers, research and administrative staff.

The university diploma of technology (DUT) is taken over two years following the baccalaureate at a university institute of technology. The 20 specializations train for occupations in the category 'skilled worker, technician, foreman'. The emphasis is placed on a general approach to a specialization. Holders of the DUT have easier access to engineering colleges which accept candidates with the baccalaureate and two years experience.

2.3.3 Agricultural training: a particular case

Training in agriculture is the responsibility of the Ministry of Agriculture. The training paths are organized in the same way as the national education system. There is a vocational path, a technological path and a short higher education path, all of them in the agriculture schools. The certificates also correspond to those in the national system. They have the same names and the same training levels as those in vocational education. The A at the end of the title signifies agriculture (eg BEPA: diploma in vocational agricultural studies). It is possible to cross from one system to the other following the second,third, fifth or final classes. The training paths are divided into eight occupational sectors: production, innovation, land use and environmental protection, agricultural equipment, sales, services, horse breeding, care of small animals.

Features and priorities of agricultural training

Like technological training, agricultural training has undergone major change since 1983: existing certificates were altered and new certificate courses set up, systems were further standardized, research and training for trainers became more closely linked and continuing training was increased.

Training is organized in units which allows for customized training paths. Priority is given to natural sciences, biology, the development and socio-cultural revival of the rural environment. Teaching focuses on monitoring and on experimental methods. The training prepares students to take up an agricultural profession, benefiting from public grants: agricultural training, training to set up in agriculture (from 40 hours to 6 months) and supplementary practical training periods (200 hours). More than half of training is given by the private sector.

2.4 Statistics

Table 2 presents statistics on the percentages of young people in France, including gender balance. It shows the percentages pursuing different choices at ages 16-17, 18-21 and 22-25 years (in January 1992).

Table 3 presents data on the number, proportion and gender balance of young people following the general, professional and technical training paths in 1992.

Table 2: Percentages of young people in different categories (March 1992)

Age on 1.1.92	16-17	18-21	22-25	Total 16-25	Male	Female
Attending school	85.6	52.5	13.4	43.0	40.7	45.3
In continuing training (AFPA)	0.4	1.5	1.5	1.3	1.3	1.4
Paid employment including apprentices & subsidised jobs	9.1	27.2	61.9	37.7	40.8	34.6
National Service	-	4.3	3.3	3.1	6.1	-
Unemployed/not employed	3.6	12.3	18.8	13.3	9.8	16.9
Remainder	1.3	2.2	1.2	1.6	1.3	1.8
Total percentages	100	100	100	100	100	100
Total numbers (in 000s)	1576	3517	3395	8488	4303	4184

Source: Bilans formation-emploi INSEE et Direction de l'evaluation et de la prospective du Ministère de l'education nationale

Table 3a: Distribution of young people in various training paths: second cycle

		Total pupils	Female %	Pupils as % of cycle
General		1 458 239		65.4
Vocational	CAP	89 519	40	
	BEP	458 753	46	
	Voc Bac	129 393	46	
	Total vocational	677 665	45	30.4
Technological	Technical Bac			
	Technician's diploma	30 672	39	1.4
Special		63 424	42	2.8
Total in cycle		2 230 000		100

Table 3b: Proportion of higher education students in short technological (third cycle)

		Total students	Female %	Students as % of cycle
Short technological higher education	Advanced tech diploma (BTS)	211 083	52	13.3
	Univ diploma in technology	86 771		5.5
	Total	297 854		18.8
Other		1 289 646		81.2
Total in cycle		1 587 500		100.0

Source: DEP, Ministère de l'education nationale

3 Teachers and trainers

3.1 Teachers in initial vocational training

The status of teachers working for the Ministry of Education or the Ministry of Agriculture depends on the type of teaching given, the certificates for which they prepare students and the type of institution in which they work. NB Teachers working in private establishments have the same occupational profile and the same qualifications as those working for public bodies. The main difference is that the director of a private establishment may select his teaching staff while the director in a public body may not. The remarks in this section refer to all types of teacher.

3.1.1 Teachers in the vocational path (Cap–BEP–Bac Pro)

Teachers at vocational schools (PLP)

The teacher at the vocational school (PLP) holds a certificate from a vocational school (CAPLP). He teaches students preparing for the certificates in the vocational path: CAP-BEP-Bac Pro (vocational baccalaureate).

The teacher at the vocational school has a number of tasks, notably teaching 18 hours per week for those in general subjects and 23 hours weekly for those in vocational subjects. Teachers of general subjects cover two areas. The following are examples of subjects taught:

- *general subjects:* mathematics, physical sciences, literature, geography, history, modern languages, art and applied arts
- *technical teaching in the secondary sector:* mechanical engineering, electrical engineering, industrial engineering in wood processing, biotechnology, industrial engineering in metal processing
- *teaching in the tertiary sector:* economics and management, hotel trade, tourism, paramedical and caring professions, applied arts, office management and accounting.

In addition to teaching, s/he has other duties such as organizing periods of in-company training, and monitoring each trainee's progress and providing guidance.

The category of vocational school teacher PLP2 was created when revising the vocational certificates, initiating the vocational baccalaureate and raising the training level of trainers. Before this, vocational school teachers were recruited with a CAP and occupational experience. Since 1987, the profiles of new recruits correspond more to those of holders of the advanced technician's diploma (BTS) or the university diploma of technology (DUT).

For the vocational training teachers of PLP1 who are still in employment, internal retraining measures have been set up (for example, of the 4000 posts open in 1993, 2000 were reserved for those undergoing internal retraining).

The vocational training teacher (category 1 and 2) receives the same salary as other qualified teachers with the gross salary (not including allowances) ranging from ECU 16,030 at the beginning of the career to ECU 34,170 for senior staff at the top of the scale.

3.1.2 Teachers in the technological path (Bac Pro–BTn–BTS)

Qualified technical school teachers

A technical school teacher must hold either a CAPES or a CAPET (a secondary level teaching certificate or a technical teaching certificate with baccalaureate plus four years experience) in order to be qualified.

He or she teaches one subject 18 hours per week. Some examples of the subjects taught are:

- *secondary sector technical subjects*: mechanical engineering, electrical engineering, civil engineering, biotechnology and technology
- *tertiary sector subjects:* economics and management, hotel trade, tourism, medical and social sciences and technology, applied arts, office administration and accounting.

The annual gross salary of a qualified teacher (excluding allowances) ranges from ECU 16,030 at the beginning of a career to ECU 34,170 for senior staff at the top of the scale.

Technical college teachers

The technical college teacher holds a particular qualification (baccalaureate plus five years experience). He can also teach preparatory classes in large engineering colleges.

He or she teaches 15 hours weekly. Some examples of subjects taught at the technical school are: mechanical engineering for construction, mechanical and optical industrial design, electrical and electronic engineering, biotechnology, health and environment.

The annual gross salary (excluding allowances) ranges from ECU 17,480 at the beginning of the career to ECU 44,780 for senior staff at the top of the scale.

There are various opportunities for these categories of teacher to change their careers, described below:

Vocational school teachers: by competition to become director in a vocational school or technical school (organization of specific technical teaching and workshops).

Vocational school teachers and certified teachers: by competition, access to other professional bodies (approved teachers have the highest qualifications in the secondary cycle).

They can also proceed:
- to higher education by becoming rural monitors (page 118)
- to become school directors and inspectors
- to become trainers of adults or young people in continuing training (planning and implementation of continuing training courses) in a GRETA (association of national education establishments for continuing training)
- to assume activities involving international co-operation.

3.1.3 Teachers in higher education: lecturers

These teachers are found in the university technological path leading to the DUT (three years of higher education). They are recruited through open competition in the universities, institutes and schools when posts become available.

Occupational activities include:
- teaching time annually: 128 hours of courses or 192 hours of seminars or 288 hours of practical work
- undertaking activities in the training or research unit
- research activities
- participation in ongoing training activities.

Gross annual salary: from ECU 20,700 at the beginning of a career to ECU 43,990 at the top of the career bracket.

Unapproved university teachers

There are special access paths for foreign professionals and researchers. They can have the following status:

Associated teachers are professionals recruited for three years on a part-time basis or for 6-12 months on a full-time basis.

Temporary auxiliary teachers are studying for their diploma in the third cycle; they are under 28 years of age and have 96 hours of seminars and 144 hours of practical work annually. They are paid pro rata and can teach all subjects.

Temporary teachers are secondary school teachers seconded to higher education. They are under 40 years of age and have less than 10 years' service. A certain number of qualified teachers also belong to this group.

3.1.4 Teachers in agricultural schools

Although the education system in agriculture is the same system as in vocational and technological education the status of teachers is based on that of teachers in the national education system. In addition, a large number of general subject teachers (French, mathematics) in the national system teach in agricultural schools. Here mention will only be made of distinct differences.

The teacher at the agricultural vocational school (PLPA)

The main difference of the teacher at an agricultural vocational school (PLPA) compared with vocational school teachers (PLP) are a specialization in farming in addition to general theoretical and practical education. Teachers play an important part in farm management. As head of unit, they organize and are responsible for workshops, and also for the farming in the institutions in which they are employed.

Subjects taught include general subjects, specialized vocational units, units on the local area and regional retraining, depending on its specific needs.

Agronomists (IA) and agricultural engineers (ITA): these give both initial and continuing training (vocational training and skills upgrading in agriculture). They may also be technical and education inspectors.

Contracted teachers in private education: these may teach in private institutions under the same conditions: minimum qualification is a level II diploma (engineer or graduate) and may take competitions in order to train as teachers.

Monitors in rural farmsteads (private): these are specific to agriculture. Rural farmsteads take in young people of 13-14 years and train them for the CAPA (Certificate of vocational agricultural aptitude) or BEPA (Diploma of vocational agricultural studies). In rural institutes young people of 17-18 years study for the Agricultural technician's diploma or Advanced technician's diploma (BTS). The rural development centres also train adults. Monitors have versatile skills and work as tutors and counsellors. Career opportunities include internal promotion, even to the rank of director.

3.2 Trainers in continuing training

No French studies have been detailed enough to reflect the different training opportunities for trainers. A number of examples serve to demonstrate the great diversity in practices and in status. Note the distinction between trainers working full-time in training bodies, in company training services and trainers who work part-time in companies or training institutions.

Trainers no longer undertake specialized training for particular target groups of young people. Between 1982 and 1988 trainers in continuing training were able to specialize in certain groups of young people at a time when there was a massive increase in training measures for young people. Today this is no longer the case. Institutions tend to mix training groups and to regroup young people according to their level of qualification rather than their age.

Diversified tasks

At the outset, adult training differed from the traditional school model. For this reason trainers continue to fulfil a variety of functions, described overleaf:

- teaching one or several subjects (preparing contents, teaching, assessment); courses are more flexible than in initial training and the trainer should adapt the course contents to the needs of the actual groups
- helping to liaise between the various parties involved
- helping young job-seekers to find employment upon completion of the practical period
- monitoring young people taking in-company training (relationship to the tutor, assessment of the work carried out)
- undertaking administrative work (monitoring the trainee for 3 to 9 months after completion of training).

3.2.1 Trainers in public training bodies

Ministry of Education

Public education establishments have been reorganized to offer continuing training services within an association called GRETA. There are two categories of trainer in GRETA:

- teachers approved for the national education system, who work either full- or part-time in continuing training; initial training teachers work supplementary hours to provide continuing training
- unapproved contracted trainers or auxiliaries.

GRETA trainers provide training for all the certificates in the national education system through continuing training.

Ministry of Agriculture

Agricultural schools also provide continuing training: this is given in adult vocational training centres. Trainers are approved teachers of agriculture and part-time teachers (see public education).

Ministry of Labour

AFPA, the association for the vocational training of adults, is a vocational training body under the aegis of the Ministry of Labour. It trains adults, including those between the ages of 16 and 25. AFPA teachers all have approved qualifications and have had initial training in education and further training during their career. Training is their primary task. They are involved in recruiting and assessing trainees and in close co-operation with AFPA psychologists they design training paths, organize the courses and set up new training courses. They have additional tasks involving educational planning and liaising with the local environment.

In AFPA distinctions are made between:

- the monitor-trainer (delivering training)
- the vocational monitor specialized in industry and construction; these trainers help trainees to formulate career plans and to develop their skills in apprenticeship
- the teacher giving training in the technician courses specialize in the tertiary sector, industry or construction; these teachers help trainees to formulate an individual training path adapted to their needs and plans, and ensure supervision throughout training.

Career opportunities: The AFPA trainer may become a head of training or a teacher at a technical and educational support centre (trainer of trainers).

3.2.2 Trainers in semi-private and private bodies

Trainers in advisory and occupational bodies: such trainers work as employees of the chambers of trade and industry, the agricultural and craft chambers. They train young people for specific professional certificates. They may be craft trade trainers or company trainers providing sporadic teaching. Depending on the trade and the professional association in the employer training associations, the trainers may provide training specific to certain occupational activities.

Teachers in apprentice training centres (CFA): such teachers may be professional trainers or professionals in the trade for which the apprentices are training. Teaching is divided up as follows:

- general teaching (38%)
- theoretical and technical education (27%)
- practical teaching (31%)
- physical education and sport (3.5%).

Associated network trainers: In France, there are around one thousand associations which provide training, and they are very important. They include trainers with very different occupational profiles: teachers who have undergone step-by-step training for public education bodies and trade professionals who have retrained to become trainers. There are a large number of voluntary trainers. These bodies provide many public training measures for young and adult job seekers and provide training in highly specialized areas.

3.2.3 Trainers offering training on an occasional basis

Some trainers offer training on an occasional basis. They are professionals who, either sporadically or for a short period of time during working life, give training or professionals providing training on a one-off basis in response to a particular need.

Trainers in company training units: A number of large companies have their own training schools to train young people, eg the national electricity and gas companies (EDF-GDF, 150,000 employees), RATP (urban transport), SNECMA (mechanical construction). Trainers are company employees who do have a specific training status; they may be middle management or technicians. They often provide training in technical areas which are company-specific. Jointly with the company training units the company trainers act in an educational capacity by giving courses and assessing the quality of training. EDF-GDF has three trade schools and 30 specialized trainers to train young people. The trainers may also work in CFAs (apprentice training centres) affiliated to a company.

Tutors: These are company employees and trade professionals who are selected by the employers to induct, train and integrate young people in the company. They may be in charge of young people coming from initial training who are undergoing practical experience in a company (educational periods) or those in continuing and alternance training in one of three types of contracts: they have qualification contracts, adaption or orientation contracts. The tutor must impart his knowledge and skills to the young person; he must train the young person and find workplaces for training purposes. The tutor also assesses the skills of the young person and works jointly with teachers within the framework of the alternance contracts.

During the 1970s the national education system started to draw up detailed job profiles. For each trade they specified the required certificates, the skills and training needed, and the tasks which had to be mastered for a particular trade. The tutor is responsible for ensuring that the educational aims as required for the certificate are attained and for finding work situations to do so.

Apprentice supervisors: These are highly skilled company employees or managers. The training role of middle management is becoming increasingly important; as apprenticeship contracts are particularly common in small companies, in the majority of these cases the employer acts as the tutor.

3.3 Statistics on teachers and trainers

Table 4 (page 112) shows the number, gender balance, location, group and certificates held by teachers in various categories.

4 Regulation of teachers and trainers

The status of trainers of young people varies. He or she may be a civil servant, of equivalent status, a private employee or self-employed. The levels of training and certification vary greatly.

4.1 Initial training: civil servant teachers

This category is composed of approved teachers who have passed an examination and taken training to obtain civil servant status.

4.1.1 Civil servant status

To become a civil servant one must fulfil three criteria:

- be of French nationality or a national of one of the Member States of the EU
- have no criminal convictions
- possess the required physical and mental abilities to practise the profession.

Table 4: Statistics on teachers and trainers *(source Centre INFFO)*

Categories	*Total number*	*Female*	*Location*	*Group*	*Certificates*
VS teachers (PLP1 and PLP2)	57,260 of which 12,175 PLP1	43%	1248 vocational schools	677,700 pupils in 2nd vocational cycle	BEP, CAP, Bac Pro
Certified teachers	135,142	43%	65,138 in schools, 1806 in VS	30,672 pupils in 2nd technological cycle 2,230,000 total in all three cycles	BT, technological Bac, BTS
Approved teachers	29,972	44%	22,648 in schools, 4,280 in colleges, 44 in LP	86,771 students in DUT	BEP, CAP, Bac Pro, technological Bac, BTS, DUT
Trainees	1,006 approved trainees, 11,455 certified trainees, 2,127 PLP trainees	47-56%	7,829 in schools 2,080 in VS		
Auxiliaries	31,206 in public sector, 37,032 in private sector	52%	9,493 in VS 10,841 in schools		all certificates
Teachers and agricultural engineers	36,528 in private sector 10,429 (public and private)	68%	17,015 in schools	143,000 students 10,100 apprentices	
University teachers (DUT) IUFM teachers	6,117 2,600		77,177 pupils		DUT
CFA teachers	13,580 teachers			221,800 apprentices	
In continuing training of which GRETA AFPA	156,000 full-time 7,625 full-time 5,000 trainers		629 GRETA, 131 regional centres 7 CPTA		
Tutors	unknown			1,000,000 young people in alternance training (initial and continuing)	
Apprentice supervisors	unknown			221,800 apprentices	

Civil servant status confers both rights and obligations.

Rights
- access to one's personnel file
- the right to belong to a trade union
- the right to membership of consultative commissions and bodies
- job security
- access to continuing vocational training
- the right to one years paid leave for purposes of occupational mobility.

Obligations
- depending on grade, 15-26 hours of teaching per week
- professional impartiality, suitable for public service
- obligation not to undertake other professional activities except those of a cultural nature or as a member of an association.

4.1.2 Categories of civil servant teachers

Secondary level teachers study in university teacher training institutes (IUFM), through distance learning in private bodies or obtain a post through internal promotion.

Recognition as a vocational school teacher (PLP2) is given upon completion of the CAPLP2 or CAPET (Bac plus four years); for PLP1 teachers it is granted through internal promotion to those recruited prior to 1987 as a skilled worker with five years experience in industry. Requirements to take the examination include
- graduate, graduate engineer or equivalent teaching certificates in technology, holder of a BTS or a DUT with five years' professional experience or an equivalent professional qualification in the particular specialization,
- managers with five years' professional experience.

Recognition as a certified teacher: completion of the CAPES or CAPET (Bac plus four years). Requirements to take the examination are the same as for PLP2 teachers.

Recognition as an approved teacher: examination (Bac plus five years). Studies are taken mainly at university or in the four advanced colleges. Requirement to take the examination include:
- holder of an advanced vocational certificate, a CAPES or CAPET, engineering diploma from a number of large colleges or equivalent certificates, in certain instances a third cycle diploma.

Recognized university teachers and lecturers
There are three entry routes:
- holders of a doctorate or equivalent qualification,
- a minimum of four years' professional experience in the subject area,
- secondary level teachers in higher education holding a doctorate.

4.1.3 Unapproved teachers

Auxiliary teachers are teachers recruited as graduates employed in public positions. They are neither civil servants nor recognized teachers. They have a university degree (Bac plus three years) and are contracted but are not approved. They stand in for approved teachers and can teach in any secondary level establishment. The number of auxiliary teachers is particularly high in vocational teaching (one teacher in six).

A number of measures have been adopted to integrate these teachers who are at risk (unstable employment, lack of training, low salaries, constant travel between training establishments, last-minute placement), particularly through easier access to internal examinations and recognition of seniority. They can later obtain approval by taking the examinations for approved teachers if they have a minimum of three years' professional experience. They become teachers or teaching deputies with non-teaching responsibilities.

Trainees who have passed the entrance examinations for university teacher training institutes (IUFM) may study for PLP2 examinations to become certified or approved teachers. They are paid while studying and awaiting approval.

4.2 Trainers and teachers in continuing training bodies

4.2.1 Trainers in public bodies

Those who pass the civil service entrance examinations become civil servants (or equivalent) when employed by a body under the aegis of a ministry (for example, AFPA). Otherwise they may be contracted (fixed-term contracts) or stand-ins giving tuition on an ad hoc basis.

4.2.2 An agreement for trainees employed in private training bodies

There is no special status for trainers of adults. The national collective bargaining agreement of June 1988 lays down employment conditions for trainers employed by private bodies. It covers:

- subdivision into nine categories in terms of responsibilities, autonomy and training. Trainers correspond to 'skilled technicians', 'highly skilled technicians' and 'expert managers'. The salary scale is negotiated annually.
- working time and hours for preparing tuition
- the training of trainers (2.5% of the budget is devoted to training vocational training teachers)
- the Vocational Training Federation (set up in 1991 as the representative body of training professionals).

Full-time trainers: These are approved teachers on fixed or permanent contracts who are covered by the collective bargaining agreement.

Teachers in apprentice training centres: Usually these are former trade professionals; they may be full-time or occasional trainers.

Occasional trainers teach sporadically for a training body or a training unit in large companies. They may be self-employed or employed by another company. They are paid on an hourly basis.

Self-employed stand-in trainers require local authority approval to exercise their profession. They each receive a 'training number' entitling them to negotiate training contracts with companies and to be paid on a fee basis.

The stand-in consultant trainer: he or she is paid a fee and has no social security protection.

4.2.3 Company trainers

Trainers in company training units: Often these do not have the status of trainers (managers, foremen, skilled technicians) and are seconded for training purposes. In this instance they are not bound by collective bargaining agreements of the training bodies. They work normal company working hours.

Apprentice trainers: s/he is a professional with the task of training apprentices and should be highly ethical. S/he is selected by the employer from skilled employees in the company on the basis of certificates, professional experience and his level of qualification must be at least equivalent to that for which the trainee is training. S/he must have the time at his disposal to do this work and may be required to have completed special training.

The company tutor is a company employee responsible for inducting, helping, informing and training the young person for the duration of the contract. The contract should contain the name and the qualifications of the tutor. The tutor monitors the training of a maximum of three young people, all alternance work integration contracts and combined apprenticeships.

5 The decentralisation of national training programmes for trainers

Large institutions with large networks of teachers - such as the Ministry of Education, Ministry of Agriculture, AFPA, private teachers' federations, large companies and training associations - each fund national training programmes for trainers, both initial and continuing training. Sections 6 and 7 examine this is greater detail. Little is known of these programmes as they concern only the staff of these institutions. They are often supplemented by training programmes organized on a regional budget and retrain or further train trainers in line with local needs. Generally speaking such programmes are continuing training schemes.

5.1 Strategic guidelines

These programmes frequently reflect strategic guidelines: the national retraining programme set up by the Ministry of Education for teachers at vocational schools between 1987 and 1990 corresponds to an adaptation of the qualifications of vocational teachers.

Renewal of the apprenticeship system since 1987 has been implemented through priority training programmes for teachers at apprenticeship training centres by the Ministry of Agriculture, the Ministry of Education and at regional level. A national training programme can also be set up to match career trends within an institution. UNAPEC, the Catholic technical teaching association, plans to prepare examinations for higher career categories and helps trainers to study for changes in subject content and in trades. It funds a nationwide training programme for all trainers to respond to changes in provisions and to increase their knowledge and improve their professional skills. This training provision is also supplemented by the regional budgets.

The AFPA programme for training trainers shows clearly the desire to standardize the profile and responsibilities of the 'AFPA monitor/teacher' and his position with regard to other AFPA staff. In addition certain bodies supplement strategic efforts through training trainers. One such example is the Social Action Fund which funds training and cultural activities for at-risk groups and migrants. It also funds a major training programme for trainers which is implemented by the members of the associations.

5.2 Decentralization of national programmes

In 1992 the government funded a national programme to train trainers and improve the skills of training staff. Little by little, responsibility for vocational training is being transferred to regional councils with the exception of the programmes for initial training of teachers which remain the responsibility of government bodies. As a result, the regions determine and fund their own programmes for training trainers depending on their priorities and the regional circumstances. A number of regions have funded surveys to identify the profile of trainers and to design training programmes.

5.3 Financing from the European Social Fund

In the same way it is at regional, not national, level that the European Social Fund is involved in programmes for training trainers. These funds are administered by regional bodies and councils. Usually the training programme accompanies parallel activities (economic development measures, for example) and where the ESF is co-funder, the contribution to training trainers cannot be quantified precisely.

6 Initial training of teachers and trainers

There is a lack of harmonization in training for trainers. Teachers often undergo training when they have passed an entrance examination after they have taken educational sciences at university (graduate or master's degree).

6.1 The initial training of teachers

In the national system

Initial training teachers undergo initial training after passing the entrance examinations for a university teaching institute (IUFM). Set up in 1990, these institutions are public higher education establishments affiliated to one or more universities. They train teachers at first and second level. Each IUFM draws up its own training plan based on national guidelines and accepts students with or without grants. Training in an IUFM takes two years. Preparation for various teachers' recruitment examinations and acquisition of theoretical knowledge occupies the first year. The courses are held in the IUFM or in the universities. During the second year which focuses on education the students, now trainee teachers, alternate between the centre and the classroom as teaching professionals.

Admission is decided on the basis of the applicant's personal history and aptitude tests for those holding degrees or equivalent qualifications. Applicants must be French nationals or a national of an EU Member State. Paradoxically, stand-in auxiliary teachers cannot take such training as they do not hold a university degree.

The initial training of teachers in the private sector is carried out jointly with the IUFM. Following one year of training, students take a registration examination for an aptitude list for teachers in private institutions. This is similar to that taken by students in public education, but it is not a civil service recruitment examination. Following a second year of alternance training, during which the student is subject to an inspection and must complete a project, teacher training is completed.

By the Ministry of Agriculture

PLPA studies are undertaken at the national agronomy training school in Toulouse.

Agronomist training takes place at the national higher college of applied agronomy in Dijon and students are paid during the two years of study. Civil service agricultural engineers are recruited on the basis of qualifications or by competition. Studies culminate in the certificate for advanced studies in training for rural development.

Agricultural engineers receive training at national engineering schools and entry is by examination following two years of preparatory classes subsequent to the scientific university degree in general studies or equivalent, the BTSA or a particular BTS or DUT. Studies take three years, of which the third is devoted to professional guidance in a number of specialized areas: agronomy, horticulture, rural planning and development, genetic biology or plant biology.

Monitors in rural farmsteads are recruited on the following criteria: recognized experience in a rural and agricultural environment, a minimum of a level III diploma (BTSA, BTS), aptitude as a teacher. Training is given during work (minimum two years) and culminates with the qualification 'rural training monitor'. Subsequently the monitor receives 12 days of upgrading training annually.

For *training in private institutions*, students receive internal training organized by religious orders through general training networks. The training programmes are planned at national level. Take UNAPEC for example, the Catholic technical teaching association: it plans alternance 'career entry' training for new general vocational and technical education to be taken during the first three years of teaching duties, based on the occupational tasks specific to private technical teaching, as follows:

- three one-week courses during the first year, the support of an adviser of studies and educational advice in teaching practice.
- one week courses at a different establishment during the second year and completion of a dossier.

6.2 Trainers in continuing training

To the extent that the status of trainer is not defined, there is no specific training for trainers in continuing training. Bodies or enterprises employing such trainers may organize particular courses for all trainers in the educational sciences of their subject areas. Large private or associated institutions offer internal training courses to acquaint the trainer with the institution and to teach specific skills.

Company trainers: A number of large companies organize internal training courses for their trainers. These are usually of a general educational nature as the trainers are skilled professionals.

Apprentice supervisors: Up to 1987 they had to take three days' training to obtain approval to train apprentices. It is now the company that obtains approval to train apprentices. Training of apprentice supervisors is mandatory only in Alsace and Moselle which have special provisions requiring apprentice supervisors and tutors to undergo training.

Tutors: Initial training is not mandatory for company tutors. Aware of the influence of tutors on the quality of alternance training, public bodies actively encourage employers to send their tutors on training courses. Tutor training can be financed for a maximum of 40 hours. This training usually focuses on educational and legislative measures relating to alternance training.

6.3 Three portraits

Jean, teacher at a vocational school

Jean teaches industrial robotics at a vocational school. He prepares students for the BEP and the Bac on processing plastic and compound material. He holds an advanced technician certificate and a university degree. He passed the PLP2 examination with ease, has been teaching for three years, and at 28 he is one of the youngest technical teachers working at his school.

His colleagues have rather different histories. More than half are 45-50 years old. Holders of the CAP, they worked in industry for some ten years and were often the best in their trade. They retrained in teaching to improve their working conditions even though initially they had to work 28 instead of 21 hours, as did their colleagues in general education. They have close ties to companies in the sector.

Jean and his colleagues teach 23 hours per week which is divided up between the workshop (work on machines) and classes in general education. This is normal practice: machine tools and the materials which the trainees use must be prepared and maintenance work carried out. This takes up more time than general education. Jean is also involved in other activities. In the company he supervises the vocational Bac students undergoing three months of practical work, he meets with the tutors to assess jointly the trainees' progress, he maintains contacts with other class teachers, participates in teacher meetings to assess the work of all the students.

This year the training school is involved in a national competition. It is a project to design municipal fixtures (billboard supports and park banks in plastic) proposed by workshop teachers. Jean runs the project, which has aroused the interest of many trainees. He set up an interdisciplinary group: the teacher for industrial design and the teacher for plastic arts have supervised the young people involved in the project and organized meetings with industrial designers. In the workshop Jean and the trainees study the reaction of the materials and program the machine tools. Jean has incorporated the project as part of the examination syllabus.

In five years Jean wants to take the examination for head of unit. If he succeeds he will no longer teach but will co-ordinate the work of the workshop teachers in a vocational or technical school and will be in charge of contacts with industry in the area.

Catherine, trainer in a continuing training associated body

Catherine is 38 years of age and is employed in the 'Renouveau' training centre. Basically, the association provides vocational training for trainees, for job seekers, both young people and adults. Catherine has worked here full-time for the past 10 years: She has 27 hours of classes per week and also has administrative duties.

Prior to this Catherine was a qualified social worker. In 1983 she started on a voluntary basis as a trainer for the 'Renouveau' association giving literacy courses and then basic knowledge courses. Following this she had two fixed-term contracts. She worked at two other training centres when the 'Renouveau' could not guarantee her a new contract. This is frequently the case in centres depending upon publicly-funded training measures.

It was for this reason that Catherine decided to qualify as a trainer. She took a university course, culminating in a university diploma in the training of adults. For two years she took adult education programmes and courses to improve her knowledge of the vocational training system. She specialized in methods of 'learning to learn' - logical reasoning and knowledge enrichment - so as to help those having difficulties in finding apprenticeship places or in studying for vocational qualifications. In conjunction with the Employment Agency she also underwent training in job-seeking techniques which is part of training for all unemployed young people and adults.

Catherine trains adults as well as young people: from 1982-1988 she was involved in the national drive for the integration and qualification of young people seeking employment. Trainers and training bodies specialize in catering for certain target groups of young people. Currently groups are organized depending on the level of qualification rather than the age of participants.

There has been another development: contacts with companies have increased greatly. Catherine also has co-ordinating duties as well as being a trainer: one third of her time is taken up with finding companies where young people may complete training or enter employment.

Catherine also has administrative responsibilities. She has to draw up the reports required by the public bodies funding training courses and this is very time-consuming. She needs information on what the trainees are doing three, six and nine months after completing training. Catherine maintains contact with them or with the bodies responsible for integrating the young people in the local area.

In the future Catherine plans to take on other training duties. She would like to head a training body, but for this she needs further experience in management.

Daniel, a company tutor

An accountant in a company employing 75 staff, Daniel volunteered to train Maria, a young woman of 23 years of age, who has had a qualification contract for two years, to prepare for the BTS (advanced technician's diploma) in accounting and administration. The employer decided to take on a trainee and Daniel interviewed the training centre trainer to learn of the aims of the training course.

The trainer had a technical dossier on Maria's training course (a task list of the skills to be imparted, the course given at the centre and the dates of the examinations). They agreed upon a series of meeting to monitor Maria's progress. In fact Maria will spend more than half of the two years in the enterprise and the practical training will form an important part of the apprenticeship. The Centre will invite Daniel to the centre to meet the tutors of other trainees and to exchange views of their training methods and approaches. Although Daniel may ask other colleagues in his unit to supervise her work, he is responsible for contacts with the training centre and for assessing Maria's work in the company.

Daniel did not train to be a tutor. His employer has suggested that this year he takes a few days' training. Daniel has been with the company for six years. He is 45 years of age and this is the second time that he has acted as tutor. For three months he tutored a student at the training school doing his Bac Pro in accountancy. In the coming year he may again be asked to tutor or supervise the apprenticeship of another young person undergoing training.

Although he receives no extra salary for his tutoring work, Daniel is happy to train young people. Meeting with trainers at the centre gives him an opportunity to learn of new working techniques. The trainers have asked him to come to the centre to talk about his job to the trainees. He would also like to give evening classes in accountancy. For him being a tutor is an excellent means of overcoming the routine aspect of his work.

7 The continuing training of teachers and trainers

7.1 Continuing training within institutions

Little is known about this training as usually it is targeted only at the staff in an institution. For this reason we will examine the principle more closely than the contents.

Teachers employed in the national education system: in **initial training** they may take part in summer schools organized nationally by the ministry and also in courses organized in each academy by the Academic Office for the training of national education staff. Each summer school has a budget allocated by the ministry and it draws

up a training programme for education staff on the basis of national priorities and regional needs. Upgrading national certificates for vocational and technical training in 1986 entailed a five-year training programme requiring some 80% of the total training budget.

In **continuing training** such teachers may take part in training courses organized in each Academy by the academic continuing training centres (CAFOC). Each CAFOC draws up an annual training plan for GRETA staff, teachers in the national system or contracted teachers. Training organized by CAFOC is often open to trainers in other bodies, at their own expense.

Teachers of agriculture: A training plan is drawn up at regional level in line with national priorities.

Teachers in the private technical sector can take training organized to meet the challenges they encounter during their professional career: courses lasting 3-30 days, courses for upgrading skills and for promoting professional mobility (see section 7.3).

AFPA trainers receive continuing training on a national basis in line with the needs of the institution or changes in the job profile of trainers: greater linking of teaching technical skills and help in finding employment. The courses are published in a training catalogue (see section 7.3).

Trainers in large associations or companies: Continuing training is part of corporate strategy of the association or training body. It is very diverse and takes into account trends in techniques and in educational approaches.

CFA teachers: Upgrading apprenticeship (ie opportunities to prepare for all certificates through apprenticeship) commenced in 1987 and is part of the training programme for teachers in all the regions.

7.2 Continuing training open to all trainers

Overall training provision and the main training areas

The Centre INFFO database contains more than 1200 bodies offering continuing training in 1994 for full-time and occasional trainers and tutors. Not counting courses for administration and management, a total of 870 bodies offer training for trainers. This provision is very diverse, ranging from short courses (12 hours) to courses of 1000 hours, some courses awarding diplomas, others not.

Note that this training provision does not focus exclusively on young people as the training bodies are increasingly focusing on the qualification level rather than the trainee's age.

For example, the training may be divided into four areas which involve the trainers of young people undergoing vocational training:
- an educational area
- design and assessment of training courses
- specific target groups (risk groups, literacy campaign)
- tutoring and alternance education.

Diversification of training careers and extended provision are two trends to notice. Training careers are becoming diversified, particularly in continuing training: trainers-educationists are enlarging upon their skills. There are many courses on training management for heads of training bodies (auditing, management, training plans, training needs). Courses on career guidance techniques are also emerging. This is a new trend as training is becoming increasingly linked to a portfolio of individual skills.

Certificate courses for trainers

In 1993 there were more than 180 certificate courses for the training profession ranging from a university degree to a doctorate. The courses culminate with university diplomas or similar qualifications. 98% of these courses are organized by the universities as part of continuing training. A number of initial training courses are open to employees or job seekers. These include:
- general training courses conferring qualifications such as 'adult trainer' or 'education-training'
- educational science courses
- training management courses
- a small number of technological courses.

Only three of the courses offered have a European dimension. The certificates range from the level of Bac + 3 years to Bac+ 8 years (doctorate).

7.3 Catalogues of the training provision for trainers

National catalogues

Few bodies publish catalogues at national level. A number of institutions have a joint training provision for all their staff or fund certain training courses on the basis on certain priorities. The internal training provision is largely unknown as it is not open to external trainers.

The Ministry of Education publishes an official bulletin listing summer schools organized nationally for all teachers and trainers every year.

UNAPEC (the Catholic technical teaching association) publishes annually a special issue of the journal 'Projecture' listing training organized nationally. As from September 1994, all training courses

(national and regional) will be listed in the catalogue published by the national commission for training in technical education and will be available in every institution.

AFPA brings out an annual catalogue listing all skills upgrading courses for trainers which are organized in the seven educational and technical support centres.

The Social Action Fund, a public body for immigrant workers and their families, funds a variety of training courses for trainers working with migrant and poorly qualified groups. It publishes annually a list of courses organized by a number of different bodies:
FAS, Tour Paris Lyon
209-211, rue de Bercy
75585 Paris cedex 12 ✆ 40 02 77 02.

The Centre INFFO publishes the 1993-1994 list of certificate courses for trainers. They offer a total of 180 courses throughout the whole country.

Regional catalogues

It is easier to obtain information on the regional training provision than to find a national overview. Training courses for trainers are funded and listed at regional level (a governmental decentralized fund or regional funds). For example, trainers also have the task of disseminating information on the training for trainers.

7.4 Minitel computer-based information services

National databases

3615 INFFO or 3616 FORPRO
Centre INFFO
Paris La Défense ✆ (33 1) 41 25 22 22.

Centre INFFO's database lists more then 15,000 training bodies, 7400 of which can be accessed through Minitel. The ORG section provides information on training bodies and the DROI section contains information on training rights. The 1994-1995 edition of the training catalogue of certificates should be available on Minitel from the last quarter of 1994. Centre INFFO can, on request, provide very detailed information. It collaborated in drawing up:

- a computerized file of the training offered by chambers of trade (3615 APCMOF)

- a computerized file on training offered in environmental related issues, jointly with the Ministry of the Environment (3614 ENVIR).

3615 ONISEP
Paris Tel: (33 1) 40 77 66 00

The National Board for Information on Education and Careers (ONISEP) provides information on study courses, school courses, certificates, examinations, teaching institutions and trades. This database relates mainly to initial training.

3614 UNAPEC 2
UNAPEC - Paris Tel: (33 1) 43 06 81 01

UNAPEC, the Catholic technical teaching association, proposes that teachers in the technical sector inform them of their training needs and also provides information on the national training offered.

3615 CIDJ
Paris Tel: (33 1) 44 49 12 00

An organization under the aegis of the Ministry of Youth and Sport, this centre for information, documentation and youth provides information on vocational training (initial and continuing training) and on teachers.

3617 CPA
CCI Paris (33 1) 47 54 65 00

The skills upgrading centre of the Paris chamber of commerce provides useful educational media and documentation for trainers and can supply this upon request.

Regional databases

Various databases operated by the training resource, organization and information centres (CARIF) provide information on practical training opportunities and information on the training bodies in the particular regions (Table 5).

Table 5: regional databases on training opportunities and bodies *(Source: Centre INFFO)*

Region	Minitel service
Aquitaine	3615 FERA
Auvergne	3614 GENTAINE
Bourgogne	3616 CIFOB
Champagne-Ardenne	3614 ARFO
Franche-Comté	3614 FP2
Ile-de-France	3615, 3617 PLPA
	3615 AID*CRIDEP
Languedoc-Roussillon	3615 FERA
Lorraine	3615 INFFOLOR
Midi-pyrénées	3615 FERA
Nord-Pas-de-Calais	3614 FORMACT
Basse-Normandie	3616 CIFOP
Pays de la Loire	3615 INFOCARIF
Poitou-Charentes	3616 ARES
Provence-Alpes-Côtes-d'Azur	3614 FORMINFOI
Rhône-Alpes	3615 CRYSTEL

8 Useful addresses

8.1 Associations for teachers

In initial training teachers are members of large associations of trade union federations to which teacher trade unions are affiliated.

The General Labour Confederation (CGT)
263, rue de Paris
93516 Montreuil ✆ (33 1) 48 51 80 00

The Federation for education, research and culture (FERC) had some 25,000 members in 1991.

The CGT - Workforce
198, avenue du Maine
75014 Paris ✆ (33 1) 45 39 22 03.

The Federation of public and health services (135,000 members).

The French Confederation of Labour (CFDT)
47, avenue Simon Bolivar
75019 Paris ✆ (33 1) 40 03 37 00

The Federation of General National Education Trade Unions (SGEN) had 43,000 members.

The French Confederation of Christian Workers (CFTC)
1, rue des Ecluses-St Martin
75483 Paris cedex 10 ✆ (33 1) 44 52 49 00

The National Trade Union for Christian Education (SNEC) had 26 000 members

The French Confederation of Management/General Confederation of Management (CFE-CGC)
30, rue de Gramont
75002 Paris ✆ (33 1) 42 61 81 76

A trade union for the education system

National Education Federation (FEN)
48, rue La Bruyère
75009 Paris ✆ (33 1) 42 85 71 01

The National Education Federation (FEN) is made up of national trade unions for teachers and staff in the national education system (351,000 members in 1991). FEN unites the national affiliated trade unions for vocational training:
SNES, (National Union of Secondary Teachers)
237, boulevard Saint-Germain
75007 Paris ✆ (33 1) 40 63 29 00)

SNETAA, (technical education in colleges) and SNETAP (technical education in agriculture)

Teachers in private bodies

FNSPELC, The National Federation of professional trade unions for free Catholic teaching)
1, place Edgar Quinet, 01000 Bourg en Bresse, ✆ (33) 74 22 63 72

8.2 Associations for trainers in continuing training

For seven out of every eight trainers, training is not their main occupation. This reflects the peculiar composition of the training provision in France.

To incorporate the trainers employed in various bodies the central unions were faced with the need to expand their associations (specific groups for members, divisions and co-ordination bodies).

CFDT-SYMAFOR (National Union for Training Staff)
47, avenue Simon Bolivar
75950 Paris cedex ✆ (33 1) 42 02 42 52

CFE-CGC
30 rue Gramont
75002 Paris ✆ (33 1) 42 97 51 26

CFTC-SNEP
13 rue des Ecluses Saint-Martin
75009 Paris ✆ (33 1) 44 52 49 00

CGT, training section
263, rue de Paris, Case 544
93515 Montreuil cedex ✆ (33 1) 48 51 80 00

FO-SNEPAT
2, rue Flechier
75009 Paris ✆ (33 1) 45 26 45 44

ASPRODEFI
28, rue de la République
94800 Villejuif ✆ (33 1) 46 77 09 64, Fax (33 1) 47 26 97 69

The Association for the promotion and development of independent trainers (ASPRODEFI) makes available training knowledge and advice, promotes group work and monitors and ensures quality standards in the profession.

8.3 Groups of training bodies

These bodies are composed of associations, profit- and non-profit making bodies. They try to be spokesmen vis-a-vis public bodies. They may have major influence on legal provisions and working conditions for trainers: the collective bargaining agreement is one illustration of this.

The Vocational Training Federation (FFP) unites 330 training bodies with some 15 000 employees and makes for half of the training offered: training bodies (private or associated) and training advisory agencies:

FFP
3, rue Leon Bonnat
75016 Paris ✆ (33 1) 42 68 08 68.

The Trade Union Chamber of Training Professionals (CSFC) which was set up in 1981 is made up of independent trainers and training advisors:

CSFC
11, rue des Messageries
75010 Paris ✆ (33 1) 45 23 18 06.

The vocational training union on public spending (SFP/FP) is a national, non-political affiliation open to all bodies for which public spending accounts for at least 50% of funding:

SFP/FP
271, boulevard Péreire
75017 Paris ✆ (33 1) 43 63 17 80, Fax (33 1) 45 74 46 88

ORGAFORM, the national council of training bodies, has over 250 member bodies: private and public institutions, CCI, chambers of trade and agriculture. This body has created a quality standard, 'Qualiform' and affiliated bodies pledge to 'guarantee trainers a high quality of professionalism and to monitor skills upgrading and adaption to new technologies'.
ORGAFORM
153, boulevard Haussmann
75008 Paris ✆ (33 1) 45 63 96 90 Fax (33 1) 42 89 55 01

The group of training co-ordinators and managers in enterprises (GARF) is an association made up of some ten thousand training professionals employed in enterprises and administrations. Members manage the training of some 4 million employees.
GARF
12, rue Sainte Anne
75001 Paris ✆ (33 1) 42 61 34 44

The French Association for the expansion of training (AFREF) is composed of independent trainers, training managers and consultants.
AFREF
56, rue de Londres
75008 Paris ✆ (33 1) 42 94 29 76

8.4 Resource and information centres

Ministry of Education

Each region has a centre for educational documentation (CRDP) offering educational training and resources for trainers providing initial training. An academic continuing training centre (CAFOC) provides the same service to continuing training trainers in GRETA (training services for adult continuing education). To obtain a list of CRDP and CAFOC offices, contact Ministry of Education, 110, rue de Grenelle, 75007 Paris ✆ (33 1) 49 55 10 10.

At national level and in every region, the national board for information on teaching and careers (ONISEP) provides information on teaching and the professions and may be consulted in information and guidance centres (CIO) attached to school establishments. ONISEP also publishes documentation.
ONISEP, 50, rue Albert, 75013 Paris ✆ (33 1) 40 77 60 00

Ministry of Youth and Sport

The youth information/documentation centres (CIDJ) provides information for young people or students and for those responsible for informing young people (teachers) on trades, teaching and vocational training (initial and continuing training). CIDJ publishes very useful sheets on all aspects of training (teachers, courses).
CIDJ, 101, quai Branly, 75015 Paris ✆ (33 1) 44 49 12 00

Ministry of Labour

The Centre for the development of information on ongoing training (Centre INFFO). It has the task of providing all types of information on adult training. It publishes documentation and periodicals. It has the most comprehensive database in France on training bodies.
Tour Europe
cedex 07
92049 Paris la Défense ✆ (33 1) 41 25 22 22

The National Employment Agency (Agence nationale pour l'emploi) is composed of 22 regional delegations, 100 district delegations and a network of some 800 local agencies. Its prime aim is to assist job seekers. The Trainers Exchange is a special agency for trainers.
ANPE
Bourse des formateurs
75, rue de Rochechouart
75009 Paris ✆ (33 1) 42 80 92 06

In Paris, the Trades Guild

Located in the city of science and industry, this information and service centre (1500 visitors daily) has four sections: guidance, employment, training, skills profiles. It provides documentation which is freely accessible and interviews with employment and training specialists. A mediatheque for teachers and trainers provides documentation and training software, CD-ROM and databases.
Cité des sciences et de l'industrie
30, avenue Corentin Cariou
75930 Paris cedex 19 ✆ (33 1) 40 05 70 00

In seven regions there are trainer agencies, set up by the government in 1991. They are funded by the government and/or the regions to provide trainers with the means and tools to upgrade their skills. Some contain four main sections: analysis of training needs and forecasting, management of training programmes for trainers, development of local joint ventures, relations with national and international bodies and networks. They mainly provide services for trainers of particular groups (job seekers, youth, adults) rather than for company trainers. These agencies are affiliated within the Association for exchange and development in training trainers (seat: Poitou-Charentes agency). A list of the trainers' agencies may be obtained from the Poitou Charentes agency: Trainers' Resource Centre, 51, Grand'Rue, BP 393, 86010 Poitiers cedex, ✆ (33) 49 88 90 70, Fax (33) 49 55 39 80 or on request from Centre INFFO

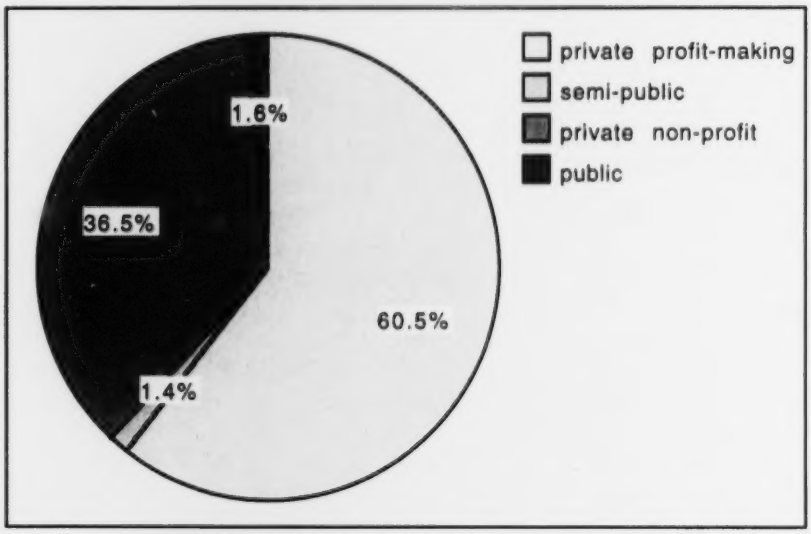
In the regions the training promotion, resource and information centres (CARIF) disseminate information on training within the regions. These centres often have databases and edit regional publications. A list may be requested from Centre INFFO.

9 Institutions and courses

9.1 Overview of continuing vocational training

In France there are almost 40,000 training bodies in existence. Only 26,000 of these state that income is attributable to training activities. Figure 3 shows the breakdown of different types of training bodies.

Figure 3: Breakdown by legal status of training bodies with declared income (data for 1991, *source: Centre INFFO)*



In 1991 these bodies between them trained more than 7.4 million individuals. This represents a total market of 28.5 billion francs and has a pyramid structure: 12,000 bodies each with a turnover exceeding 5 million francs account for 59% of the total. Below is a list of the major groupings:

Government bodies

289 GRETA (association of national education establishments)
109 Higher education establishments (universities, colleges)
29 National conservatories of arts and trades and associated centres affiliated to the ministry of education; these account for 13% of spending
131 AFPA centres

Semi-public and professional bodies

167 Chambers of trade and industry
66 Chambers of crafts
40 Chambers of agriculture; these account for 14% of spending
275 ASFO (training associations set up by companies and professional groups); these account for 7% of spending

Associations

9900 associations which are non profit-making; these account for 31% of spending

Private bodies

5800 individual companies
7500 limited companies
3500 public companies

9.2 Institutions

Ministry of Education

The GRETA (association of national education establishments) are secondary level adult training services. 315 general and specialized GRETA throughout France are the major continuing training bodies.

Ministère de l'education nationale,
Direction des lycées et collèges
107, rue de Grenelle
75007 Paris

The national distance learning centre (Centre national d'enseignement à distance, CNED) is a public body under the aegis of the Ministry of Education. The seven teaching centres offer a wide range of training and give preference to individuals who had been prevented from completing schooling.

CNED
60, boulevard du Lycée
92174 Vanves ✆ (33 1) 46 48 91 62

The National Conservatory of Arts and Trades (CNAM) was set up in 1974. This large teaching institution helps teachers to upgrade their skills in a trainers' training centre (1 week/month for two years) or in adult evening classes for trainers.

CNAM
292, rue Saint-Martin
75003 Paris ✆ (33 1) 40 27 20 00

The national union for educational and occupational promotion in catholic teaching (UNAPEC) is composed of 950 establishments and has 3 training centres for technical education.

UNAPEC
74, rue de la Fédération
75739 Paris cedex 15 ✆ (33 1) 43 06 81 01

Ministry of Labour

The National association for the vocational training of adults (AFPA, set up in 1949) is under the aegis of the Ministry of Labour, Employment and Vocational Training. Its general assembly is composed of representatives of public bodies, trade unions, employers and employees. A major stakeholder in implementing employment policy, it organizes information campaigns, guidance and training. There are a total of seven education and technical support centres throughout the country (CPTA). They organize training and are educational resource centres for AFPA trainers.

AFPA, Direction de la formation,
place du Général de Gaulle
93108 Montreuil ✆ (33 1) 48 70 51 72

9.3 Network of chambers

The network of chambers of commerce, trade and industry has a major stake in continuing training; it monitors teaching activities.

The Chambers of Trade are bodies representing the general interests of the craft trades. They provide training courses for craft tradesmen and their employees.

APCM, Assemblée permanente des Chambres de métiers
12, avenue Marceau
75008 Paris ✆ (33 1) 44 43 10 00 Fax (33 1) 47 20 34 48

The Chambers of commerce and industry are public bodies whose managers are elected by tradesmen, industrialists and those making use of such services. Their aim is to represent and motivate commerce and industry, to be a voice for the companies and to provide training as required.

ACFCI
(Assemblée des Chambres françaises de commerce et d'industrie)
45, avenue d'Iena, BP 448
75769 Paris, cedex 16
✆ (33 1) 40 69 37 00 Fax (33 1) 47 20 65 64

The Chambers of agriculture is the advisory and professional body for agriculture vis-a-vis the public bodies. It also organizes training.

APCA (Assemblée permanente des Chambres d'agriculture)
Maison des Chambres d'agriculture
9, avenue George V
75008 Paris ✆ (33 1) 47 23 55 40 Fax (33 1) 47 23 84 97

9.4 Courses

The training provision in the Centre INFFO database

There is a catalogue of course opportunities offered by all bodies. Indexed using Formacode thesaurus, the area of training of a particular body can be ascertained. The catalogue is constantly updated from information submitted by the bodies.

Updating Updating of all information on a body:

- particulars (type of body, address, telephone, fax)
- status
- registration number (with the local authorities)
- name of person in charge
- name of person to contact for information
- indexation: adding or deleting training sector codes depending on the practical work
- experience contained in the catalogue (new courses, courses which have been discontinued)
- target groups
- remarks (description of activities, list of certificates awarded)
- educational tools and methods.

In addition, updating involves deletion of bodies which have ceased to exist and introduction of new bodies.

How to find a body The Formacode thesaurus was designed by Centre INFFO as a common language to dovetail details of training provision and training needs. It comprises 2 700 terms corresponding each to a domain or concept. These terms are subdivided into 64 fields in four major areas:

- general training (mathematics, political science, languages)
- agricultural or industrial training (public works, energy, telecommunications)
- training for enterprise (computer science, transport, international trade)
- training for the tertiary sector (banking, insurance, tourism, educational sciences).

In educational sciences there are 31 specific terms referring to educational approaches, target groups, organizational aspects of training. The user may make a search in a particular training area.

Search criteria a) On the computer, one can search by

- sector (one of 2,700 terms in Formacode)
- status (eg limited company, university, CCI, etc.)
- department
- region
- target group (young job seekers, young people with qualification contracts, job seekers, long-term job seekers, private management, civil servants, handicapped persons)
- methods of training (distance learning, courses outside working hours, etc).

Several selection criteria may be used to respond to a particular question. For example, if one searches for *GRETA* under training providers with *educational methods* under type and *Department of Val-de-Marne* under location, one obtains particulars of the body with the address, telephone and fax numbers, year of establishment, remarks on the activity and certificates offered.

b) In the Centre INFFO database in which training professionals can make detailed queries:
- same criteria as above
- turnover in three brackets: below 1 million FF, below 5 million FF or above 5 million FF
- certificates awarded by the body

For example: a user might search for bodies providing training in *masonry* in the region of *Nord-Pas-de-Calais* with turnover *above 5 million FF* and a branch of a CCI.

For Ile-de-France publicly funded courses are available (11,500) and can be accessed on 3615 PLPA or 3617 PLPA thanks to cooperation between Centre INFFO and the CMTDI-Canasta company. Courses are described and/or aims, entry requirements, duration, price, venues and course dates.

In other regions courses are collated by promotion and by resource centres for information on training (CARIF). One of their main tasks is to collect, process and computerize data on bodies and training activities in the area.

Examples of training courses in educational science

These courses are common to a number of disciplines: they involve teaching groups undergoing training, the behaviour and relationship between the trainer and the trainee, the use and invention of educational tools, learning of methodologies and apprenticeship approaches, knowledge of measures and provisions for the various trainee groups and for training on a one-to-one basis. These courses may be short (2 days) or long and culminate in certification (DUFA, 600 hours). See Table 6 (page 136) for examples.

Examples of training courses linked to a specific sector

These courses give trainers the opportunity to upgrade their knowledge in skills in a particular subject and to adapt to technological changes in contents. They take into account the constraints of certain occupational sectors: structural changes in agriculture for trainers in agriculture, for example, training tutors in an industrial environment. See Table 7 (page 136) for examples.

Examples of training courses designed for specific groups

These courses acquaint trainers with specific trainee groups which need appropriate training: illiterate young people and adults, migrant workers, young people facing difficulties in social and occupational integration, tutors, apprentice supervisors. See Table 8 (page 137) for examples.

Examples of training for higher posts in training and training design

The courses provided upgrading training in organizing and managing training. The trainer can thus take on a responsible position in a training body or in a company, he may become a training consultant or a purchaser of training. See Table 9 (page 137) for examples.

Table 6: Examples of training courses with educational content

Diploma and/or qualification	*Admission requirements*	*Aims of programme*	*Duration, price*	*Status, body*
Training of trainers	Management, trainers commencing work	Study training approaches Develop the ability to steer groups towards training aims using suitable methods	6 days (3+3) 1058 ECU	Public, private, Chamber of Commerce CCI Rennes ZI de l'Eperon Chemin de la Massue 35170 BRUZ cedex
Use of software in language learning	GRETA language training using computers	Use and create multimedia software applications	2 days Free to GRETA; others 8 ECU/hour	State education system CAFOC de Lille Centre Académique de formation continue 7, rue de Thionville 59800 Lille
Computer-assisted learning project	Trainers and educationists, with knowledge of education and computers	Master the concepts of CAL; prior study, management of CAP projects and applications, case studies	2 days	Private company AGENA 120 rue Jules Siegfried 76600 Le Havre
Intensive training of trainers; Diploma equivalent to level III	Bac + 3 years professional experience + training project	Methodology, behaviour and relationships, use of teaching tools, theory of methods and approaches, synthesis and application	120 hours, 320 of which practical application	Non-profit-making body PEDAGOGI-A 7 rue du Charron 44806 St Herblain

Table 7: Examples of training courses linked to a specific sector

Diploma and/or qualification	*Admission requirements*	*Aims of programme*	*Duration, price*	*Status, body*
Training of trainers in the agricultural sector	Trainers, heads of service, co-ordinators with experience in agricultural training	Acquire and develop the skills necessary for designing, conducting and assessing training. Training and those involved in agriculture, organization, tasks, roles, training results	4 weeks 1461-2679 ECU	Status: semi-private, Chamber of Agriculture APCA-CFPCA Assemblée permanente des Chambres d'agriculture Centre de formation et perfectionnement Domaine Ste-Marguerite 60590 TRIE CHATEAU
Training of tutors in industry	Employees of industrial companies in charge of trainees	Be capable of monitoring and training trainees. Analysis of the group: situation, economics of the company	3 days	Status: association, ASFO ADFP 11 bis, rue Nicolas Bruand, 25043 BESANÇON cedex
Training of tutors in health and social welfare institutions	Any individual wishing to work with staff not holding certificate	Permit tutors to acquire methods of designing, implementing and evaluating a project for trainees in an institution	5 days	Status: non profit making association Centre de formation Villa Saint-Charles 25720 BEURE
Training teachers in tertiary technologies and science	Teachers	Train teachers implementing the BAC in science and tertiary technologies	Correspond-ence courses 62 ECU	Status: State educ. system CNED, Ave du Téléport 86980 POITIERS Futuroscope cedex

BEST COPY AVAILABLE

Table 8: Examples of training courses designed for specific groups

Diploma and/or qualification	*Admission requirements*	*Aims of programme*	*Duration, price*	*Status, body*
Health of young people in difficulties	Professionals involved with young people in difficulties (social workers, trainers, teachers and health workers	Use health as a means of communicating with young people in difficulty: identify health structures and design a joint venture approach. Design and implement activities in the health area	5 days 639 ECU	Status: non profit making association Santé de Communication 153 rue de Charonne 75011 PARIS
Individual training for priority groups or individuals with low qualifications	Trainers in specific programmes designed for priority groups Example- migrants, young people with major integration difficulties	Mediation, formulation of training aims with risk groups. Help in fighting marginalization and social exclusion. The tutor's role. New approaches to integration	10.5 days minimum	Status: State education system CAFOC Centre académique de formation continue 8 rue Seyboth 67000 STRASBOURG
University diploma Adult trainer	Trainers for level Bac + 2	Training in accompanying measures, induction and training of groups having difficulty with social and vocational integration	650 hours (2 years of 3 days per month) 4414 ECU	Status: State higher education establishment Université PARIS 12-SFC Service Formation Continue-Avenue du Général de Gaulle Bat. 1-3 94010 CRETEIL

Table 9: Examples of training for higher posts in training and training design

Training of tutors and apprentice supervisors for trainees of level III or II	Tutors and apprentice supervisors training young people at a higher level level III=BTS level II=engineer	To acquire a psycho-educational basis, to be able to impart knowledge and communicate, co-ordinate alternance training and assess results; design a project as apprentice supervisor	3.5 days 289 ECU	Status: private bodies, Chamber of Commerce CCi Strasbourg Chambre de Commerce et d"industrie 10 place Gutenberg BP 444 R 8 67008 STRASBOURG
Training for adults: teach and learn Practical work B2	Heads of training, teachers in personnel units	Acquire knowledge to upgrade skills through following such a course	6 months of evening classes 99-464 ECU	Status: State CNAM Conservatoire national des arts et métiers - CNAM 292 rue St-Martin 75141 PARIS Cedex 03
Assessment and evaluation in the social and educational field	Continuing training advisers, GRETA education assistants, practitioners	Assess levels of occupational competence, set up a measure know and interpret data relating to a post or a group of tasks, evaluate individual trends	4 days	Status: State education system CAFOC Immeuble Normandie 2 55 rue Amiral Cécille 75045 ROUEN cedex

10 Sources and references

Rault, Christiane La formation professionnelle, La Documentation Française, Paris, 1994, 140 pp

Tanguy, Lucie L'enseignement professionnel en France - Des ouvriers aux techniciens, Paris, 1991, PUF, 228 pp

Tarby, André Le statuts des formateurs. A l'heure nouvelle négociation, in Education permanente No. 118, 1994-1, pp 99-117

Vasconcellos, Maria Le système éducatif, La découverte, Collection Repères, Paris, 1993, 128 pp

Publications of the Ministry of Education

Liste des diplômes de l'enseignement technologique et professionnel Ministère de l'education nationale, Direction de l'évaluation et de la prospective, 1993, 150 pp

Repères et références statistiques sur les enseignants et la formation Ministère de l'education nationale, Direction de l'évaluation et de la prospective. Edition 1993, 278 pp

Fiches du CIDJ 101, quai Branly, 75740 Paris cedex 15 or 3615 CIDJ

'Connaissances des enseignants' in *Education et Formations* No 37, Special Issue, March 1994, Ministère de l'education nationale, Direction de l'évaluation et de la prospective

CEDEFOP publication

Boumendil, Michele and Willems, Jean-Pierre *The vocational training system in France* CEDEFOP, Berlin, 1993

Centre INFFO publications

'L'apprentissage' in *Revue Actualité de la formation permanente* No 126, September/October 1993

Les diplômes des métiers de la formation Recensement 1993-1994, Centre INFFO, 1993, Paris

Fiches pratiques de la formation continue 1994, Paris, Centre INFFO, 1994

Publications of the Ministry of Labour, Employment and Vocational Training

Projet de la loi des finances pour 1994 - Formation professionnelle Imprimerie Nationale, Paris, 1993

Escuer, François, Jeger François 'L'activité de organismes de formation' in *Premières synthèses* No 42, Direction de l'animation de la recherche, des études et des statistiques DARES-DFP, 24.1.94

Publication of the Ministry of Agriculture

Rapport d'activité 1993 Direction générale de l'enseignement et de la pêche, Ministère de l'agriculture et de la pêche.

The United Kingdom

1 Introduction

This chapter describes arrangements for trainer training in the United Kingdom as of 1994. Special attention is given to trainers in initial vocational training, defined in the EC programme PETRA as 'technical and vocational training and apprenticeships which provide young people (aged 15-28) with the opportunity to obtain a nationally recognised vocational qualification'.

Section 2 outlines the UK's education and vocational training systems, while section 3 describes the roles and tasks of teachers and trainers in schools and colleges, government training schemes and workplaces. Section 4 outlines regulations and guidelines for trainer training: while there are government *regulations* for teachers in schools, there are only *guidelines* for trainers in industry. Section 4 includes a description of the new national standards and qualifications for trainers. Section 5 describes some of the most significant programmes of training for trainers. Section 6 amplifies the arrangements for the initial training of trainers, while Section 7 describes provision for their continuing training. The final sections provide some useful addresses and references.

Arrangements for the training of trainers in the United Kingdom are complex. Often no clear distinction is made between education and vocational training, nor between initial and continuing training nor the trainers who support these. Initial vocational education and training for young people is provided in several ways which are mainly separate and distinct. Each year, more young people over sixteen years stay on in education: this may be at school, in a college of further education or in a university for higher education. Most 'vocational' education for this group takes place in colleges of further education. Another large group enters government-sponsored Youth Training. A third group goes directly into employment; some of these receive formal vocational training, part of which may be in a college of further education, others go into work without any formal training.

In 1990 for example, 53% of those 16 years old stayed on in education, 17% went on to Youth Training, 17% into employment, 7% were neither in employment nor education and the destination of the remaining 6% was not known. Figures for the years 1989-92 are given in Figure 2, page 148. In 1991/92 (the latest date for which UK-wide data are available) some 6 million students were engaged in post-compulsory education, of whom 0.5 million were in schools, 4.2 million in further education and 1.3 million in higher education. Of that 1.3 million, two-thirds (845,000) were full-time and one-third (455,000) part-time.

Pedagogic training for teachers and lecturers is normally provided by universities or colleges. School-teachers become qualified either by completing a four-year Bachelor of Education course or by gaining a first degree and then taking a one-year course, usually run by a university, leading to a postgraduate certificate of education. This is relevant because an increasing proportion of technical and vocational education is taking place in schools, and also because some school-teachers transfer into other forms of vocational education.

Lecturers in further education are not required to have any formal training for teaching but their employers encourage them to take courses leading to a further education teacher's certificate. Most educational institutions, including universities, offer modules of training for staff to improve teaching skills. So most vocational teachers in the education sector participate in some form of training for teaching.

Training for trainers in government Youth Training schemes is provided by trainers specialising in this field, some working in colleges, others in the private sector. Much of this training is now sponsored by Training and Enterprise Councils (known as Local Enterprise Companies in Scotland). Training for trainers in industry may be from a variety of sources, public or private. In large organisations, in-house courses for trainers are often provided by the employer. Notable providers of trainer training include the Civil Service, the National Health Service, larger banks, chemical and drug firms, car manufacturers, agriculture, local government and some Industry Training Organisations (voluntary bodies which replaced the statutory Industry Training Boards). Much of this training does not differentiate between initial and continuing training.

The vocational training context

Trainer training has been and is taking place in a context of rapid and continual administrative change. In the 1970s, Industry Training Boards were statutorily responsible for developing in-company training. During the 1980s national responsibility was centralised in the Manpower Services Commission (MSC). By the 1990s, the MSC's responsibilities, and most of its staff, had been taken over in England and Wales by Training and Enterprise Councils and in Scotland by Local Enterprise Companies.

In parallel with these developments, in 1986 the government set up the National Council for Vocational Qualifications (NCVQ). This body is in process of authorising a framework of National Vocational Qualifications (NVQs) covering all levels of qualification and all vocational occupations. Separate arrangements apply in Scotland, where the Scottish Vocational Education Council (SCOTVEC) both accredits and awards Scottish Vocational Qualifications (SVQs).

2 Initial vocational education and training

2.1 Education to age 16

The general educational system in England and Wales is shown in Figure 1, page 142. Compulsory schooling starts at age 5 years and continues to age 16. Most children attend state-funded schools but a significant minority, mainly from more affluent families, attend private schools which in perverse British fashion are called *public schools*. From age 5-11 years (12 in Scotland), most attend state-funded primary schools - governed either by local authorities or independently by a Board of Governors. Private independent preparatory schools take pupils from age 8 years (or earlier) to age 13 or so.

At age 11-13, pupils generally transfer to state secondary schools, private independent schools or to recently created City Technology Colleges. State-funded secondary schools may be local authority comprehensive schools or independently governed. (Until recently all state schools were under local authority control, but many in England & Wales have opted for independent grant-maintained status and more are being encouraged to do so by the Minister of Education.)

Primary and secondary education in England & Wales is now based on a National Curriculum which is structured into four phases of achievement:

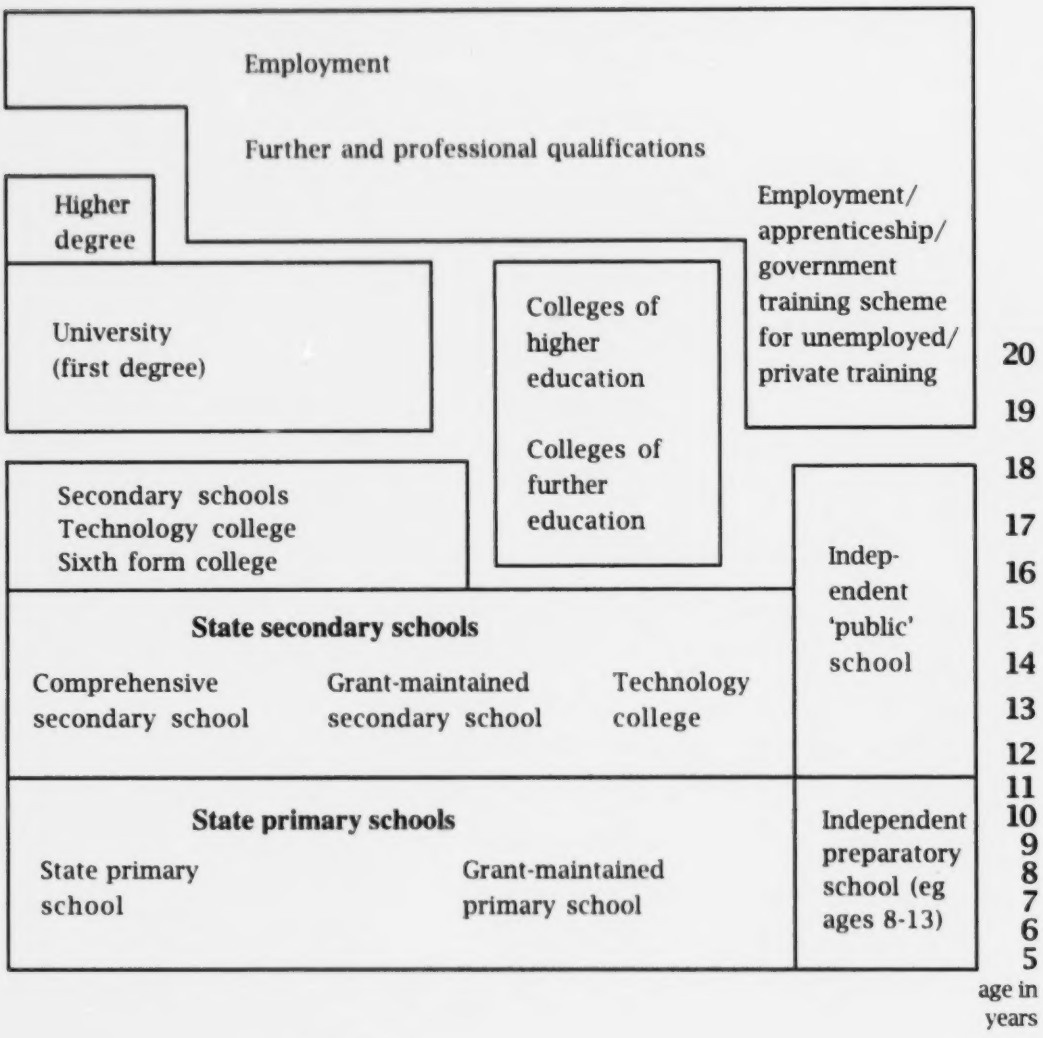
Key Stage 1 - pupils aged 5 to 7
Key Stage 2 - pupils aged 7 to 11
Key Stage 3 - pupils aged 11 to 14
Key Stage 4 - pupils aged 14 to 16

Testing is being introduced at each Key Stage. At 16 all pupils take either the General Certificate of Secondary Education (GCSE) in a range of academic subjects or General National Vocational Qualifications (GNVQs). GNVQs are a recent innovation and at present involve a small minority of pupils. In Scotland, the National Curriculum does not apply, and the examinations taken at age 16 are mainly Standard Grade, with a small but growing minority taking SCOTVEC modules.

The Technical and Vocational Education Initiative

The Technical and Vocational Education Initiative (TVEI) was introduced in 1983 by the Department of Employment to bring schools throughout the UK closer to industry. This was done by a variety of methods, including providing work experience for 14-16 year olds, placements for teachers in industry and commerce, in-service training for teachers, expenditure on computers and on extra technical and administrative staff. Funding for the programme was being wound down in the mid-1990s on the grounds that its objectives had largely been achieved; over the ten years to 1993 expenditure on the initiative was about £900 million.

Figure 1: The general education system in the United Kingdom



Notes

1 At age 16, nearly all pupils take public examinations, either General Certificate of Secondary Education (GCSE) or GNVQs; in Scotland, the equivalents are Standard Grade and SVQ/GSVQs, see text.

2 At age 18, students can take A or AS levels or GNVQ/NVQs for entry to university, advanced training or employment; in Scotland, Higher Grade is normally taken at age 17, and the equivalents are SVQ/GSVQs, see text.

3 The diagram is a simplified overview of a complex system with many local and individual variations; for example, in some areas *middle schools* take children from ages 10 to 14, while in Scotland the normal age of transfer to secondary schooling is 12, not 11. All ages shown are approximations.

2.2 Education and training beyond age 16

Compulsory education in the UK ends at age 16. There are then three broad pathways to education or training leading to a qualification. The main academic route, which is being taken by increasing numbers of students, is to the achievement of the General Certificate of Education at Advanced (A) Level through study in the sixth form of a secondary school, in a sixth form college, or in a college of further education. Attainment of two or more A Levels gives the student the minimum qualification normally required for entry to university, usually over two years. (In Scotland, pupils take less specialised courses called Higher Grade and abler pupils achieve normal university entrance requirements of three or four Highers within a single year of study post-16.)

A second pathway, the most direct vocational route, is through the achievement of a National Vocational Qualification (NVQ) in a particular occupation or a General National Vocational Qualifications (GNVQ) by full-time attendance at a further education college or some secondary school sixth forms.

The third pathway, also vocational, is to obtain NVQs whilst in employment. This will usually require some formal training by a private provider or a further education college. Some young employees take this pathway independently or with individual sponsorship from their employer but most on this route are in Youth Training or recognised apprenticeship schemes.

The usual age for entry to university is 17-18. Most of those who are qualified to do so attend university for three or four years to study for a degree. The most common entry qualification is two to three Advanced Levels (or equivalent Highers in Scotland) - this is the traditional academic route to higher education. An alternative, vocational route is to obtain a General National Vocational Qualification in a broad vocational area or to achieve occupation-specific National Vocational Qualifications at level 3, a standard equivalent to the academic A level.

Enterprise in Higher Education

The government's concern to make education more vocational and relevant to business and the economy led to the programme *Enterprise in Higher Education.* This is parallel to the Technical and Vocational Education Initiative in schools described earlier. Universities have been granted funds to set up 'Enterprise units' which have helped undergraduates to gain industrial placements and have generally encouraged links between universities and employment.

2.3 National and General National Vocational Qualifications

Before the introduction of the National Vocational Qualification framework, there was almost complete freedom for training providers, awarding bodies and professional bodies to offer any course or qualification that they thought fit. Vocational training and qualifications were an impenetrable jungle. The name of a given

awarding body such as the Royal Society of Arts or City and Guilds of London Institute provided no clue as to its function nor which qualifications it offered. There were few common standards between occupations and great barriers to transfer between trades and professions.

In 1986 the government set up the National Council for Vocational Qualifications (NCVQ) to provide a structure for vocational training and qualifications. Since then, with government funding and help from civil servants in the Employment Department, NCVQ has set up more than 150 'Lead Bodies' of employer representatives to determine the competences required for the award of National Vocational Qualifications (NVQs) for occupations in their industries. Industries range from accounting, administration and agriculture to waste management, water and wool. There are five levels of NVQ, from level 1 - proving competence in a range of routine work activities - to level 5 - indicating a high level of professional competence (Table 1).

In addition to the industry-specific NVQs the Council has also, more recently, commissioned the development of General National Vocational Qualifications (GNVQs). These are much broader in scope than NVQs, covering areas such as art and design, business, health and social care, leisure and tourism, and manufacturing. GNVQs are intended to be equivalent in status to the Advanced Level examination and to form the vocational route to higher education.

A recent review by the Confederation of British Industry (CBI 1994) states that NVQs which are now established and ratified cover 80% of the workforce below the professional level. Nearly half a million NVQs have been awarded. The Confederation's review of NVQs and Scottish Vocational Qualifications (SVQs) identifies some barriers to their uptake by employers and individuals. Some employers say that the design of NVQs is too rigid, sometimes demanding units of competence which are irrelevant to their businesses. Some complain that the costs of assessment and accreditation are too high. The marketing of NVQs has not been as effective as was hoped and the infrastructure headed by NCVQ is felt to need strengthening. However, to overcome these difficulties employers are reported to favour more financial support and staffing for the National Council and increasing attention to quality assurance. The general feeling among government, industry and all concerned with vocational training is that this system of National Vocational Qualifications must be completed and made to work.

Contracting bodies, awarding bodies and quality control

The National Council for Vocational Qualifications, through the network of employer Lead Bodies, is responsible for setting vocational standards and defining qualifications - but that is the limit of its authority. Government funding for vocational education and training is directed through two major channels. Colleges of

Table 1: Definitions of levels of National Vocational Qualifications

Source: NCVQ Criteria and Guidance, 1995

Level	Competence	Comments
Level 5	Competence which involves the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts	*Very substantial personal autonomy and often significant responsibility for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation*
Level 4	Competence which involves the application of knowledge in a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy	*Responsibility for the work of others and the allocation of resources is often present*
Level 3	Competence which involves the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts most of which are complex and non-routine	*There is considerable responsibility and autonomy, and control or guidance of others is often required*
Level 2	Competence which involves the application of knowledge in a significant range of varied work activities, performed in a variety of contexts	*Some of these activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others perhaps through membership of a work group or team, may often be a requirement*
Level 1	Competence which involves the application of knowledge in the performance of a range of varied work activities	*Most activities may be routine and predictable*

further education obtain most of their money through a central source, the Further Education Funding Council. Youth Training and other government schemes are funded through Training and Enterprise Councils (and in Scotland through LECs, see below). The delivery of training is carried out in schools and colleges, by employers through apprenticeships and youth training schemes and by a variety of private providers. Assessment, qualifications and quality control are carried out by 'awarding bodies' eg City and Guilds of London Institute, the Royal Society of Arts, the Business and Technology Education Council, the Scottish Vocational Education Council (SCOTVEC) and numerous professional bodies.

During the 1980s a central quasi-autonomous body, the Manpower Services Commission, was responsible for training and employment in Britain. Government training programmes, mainly for the young and the long-term unemployed, were organised through the Commission's regional and area offices. Training for trainers in these schemes was provided through a network of 'Accredited Training Centres' set up and funded for the purpose. In the 1990s these responsibilities and most of the area offices and civil service staff in them, have been taken over by local training and enterprise councils/companies.

TECs and LECs

Training and Enterprise Councils (TECs) were set up by government to take charge of the vocational training system in England & Wales. Councils are contracted by government to run Youth Training and the Training for Work programme for the long-term unemployed. Starting in 1995 TECs will also be responsible for the 'Modern Apprenticeship Scheme' for 16 and 17 year-olds and the 'Accelerated Apprenticeship Scheme' for those aged 18 to 19 with qualifications. Members of Councils are private sector industrial leaders appointed at local level. Their goal is to achieve a workforce which can compete in the global marketplace.

There are 82 TECs in England and Wales. Scotland has 22 Local Enterprise Companies (LECs) with a similar remit but different organisation. (The organisation of training in Northern Ireland is based on Sector Representative Bodies covering key sectors of industry.) The TECs' priorities cover vocational education, training and enterprise. National targets have been set for the next five years for the proportions of young people to gain qualifications. TECs bear a considerable part of the responsibility for achieving these targets and for the relevant provision of trainer training to meet them.

2.4 Vocational training opportunities and paths

There are four main paths whereby young people achieve vocational qualifications after school. These are described overleaf:

- **Further education college**, technical or sixth form college, for a full-time course leading to an NVQ or equivalent award

- **Youth Training** - a government-sponsored scheme managed by TECs/LECs and normally consisting of work experience with an employer and part-time attendance at a college or with a private training provider

- **Apprenticeship** with an employer who may also provide formal training. In 1995 a government-sponsored apprenticeship scheme managed by the TECs was due to begin. This is to operate at two levels - Modern and Accelerated Apprenticeship

- **Other routes** in employment. Employees of any age may prepare for a vocational qualification. This may be done independently at their own expense or with support and financial assistance from their employer. Study may be by part-time day release, in evening classes or by distance learning, with a private provider, a college or university. Experienced workers may put together a Record of Vocational Achievement and present this at an assessment centre to gain a National Vocational Qualification. If the person can prove competence to the published occupational standard, an NVQ may thus be obtained without any formal study.

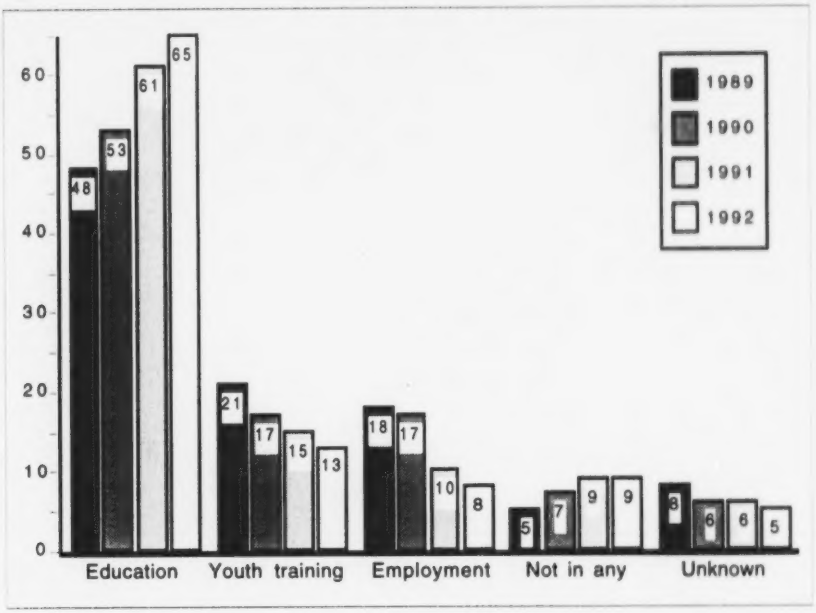
Vocational training qualifications

The former variety of qualifications is being replaced by a system of National Vocational Qualifications at five levels (Table 1, page 145). General National Vocational Qualifications will eventually replace, for example, the present vocational Diploma which is normally gained after two years of study at college and the Higher Diploma gained after four years. Many professional bodies, for example engineering institutions, medical professions or the British Psychological Society, accept a university degree in their subject as the basic entry qualification. Some, such as the Institute of Personnel and Development, have their own specialist courses and examinations, usually offered by selected colleges or universities. NVQs at levels 4 and 5 are equivalent to university degrees and higher degrees. However staff and management of the university system are at present fully occupied in such matters as modularisation of courses, increasing student numbers and managing limited budgets. NVQs have not yet penetrated far into higher education.

2.5 Statistics

Because of the rapid changes in organisation and funding of vocational training the collection and publication of statistics is usually well behind events. The trend is for a much higher proportion of young people to stay on in education beyond the age of compulsion (16 years) and in further and higher education (beyond 18). Figure 2 (overleaf) shows the educational and vocational destinations of UK school leavers from 1989 to 1992.

Figure 2: Destinations of school leavers 1989-92 (as percentage of year group)



Although such statistics are crude summaries, the figures show that young people are staying on in education rather than entering government-sponsored Youth Training schemes or going directly into employment. These changes have been brought about largely through government intervention by policy and funding. During that period, Training and Enterprise Councils took over the running of Youth Training with reduced funding. At the same time, government was pressing for a rapid expansion in the numbers entering higher education. These policies helped to sustain a steady rise in entry to education and a corresponding fall in entry to Youth Training and employment.

Features of the data which are of general, national concern are the groups which are neither in employment nor education and whose circumstances are unknown. The purpose of all the schemes of vocational education and training has been to engage *all* young people in some form of education or training leading to employment. For about 13-15% of young people these measures have consistently failed.

The expansion of higher education from 1990-92 was in fact more rapid than anticipated. This caused a further change in policy. The emphasis shifted from higher education to further education. In 1993 - 94 funding for higher education has been less forthcoming and funding for further education, which is mainly vocational, has increased.

3 Teachers and trainers

The last section showed how vocational education was developing in schools and it identified four paths to vocational training after school: full-time at college; Youth Training; apprenticeship and accelerated apprenticeship; and training in employment. Trainees in the last three of these categories may attend college for some or all of their formal training, as in the German dual system, so categories of trainer do not correspond neatly with categories of trainee. A useful classification of teachers and trainers for initial and for continuing vocational training is:

- teachers in schools, including technical schools
- teachers and lecturers in colleges of further education
- lecturers in universities
- youth trainers
- trainers in organisations

3.1 Teachers in schools

Teachers in schools are the only ones who, by law, must be formally qualified to teach. School-teachers become qualified either by completing a four-year Bachelor of Education course or by gaining a first degree in an approved academic subject and then a postgraduate certificate of education.

Many school-teachers continue in the education system from their student days to the end of their working career. Upon leaving school they enter university, some to take the degree of Bachelor of Education which comprises one or more school subjects combined with teaching experience and educational theory. They graduate after four years as fully qualified teachers. The majority of future teachers complete a three-year first degree in a single subject or combination of subjects. Then they enrol at a university - some immediately, others after a period of work in other fields - for a one-year course leading to a postgraduate certificate of education. These courses are offered mainly by university education departments.

Candidates for postgraduate certificate courses must have a degree in an appropriate subject or combination of subjects. These should correspond with those in the recently introduced National Curriculum - science, mathematics, English (the core subjects), history, geography, music, art, physical education, religious education and technology. The greatest demand is for graduates in science and mathematics: there are usually shortages of teachers in these subjects because of the better job opportunities in industry and the public sector. Graduates in the humanities - English, history, geography - face strong competition. There are different courses for primary teaching, age range 5-11, and secondary teaching, age 11-16+ years. Course work alternates between teaching practice in school and academic work. The acad-

emic content includes continued study of the graduate's specialist subject in the context of the National Curriculum and study of the theory of education, psychology and sociology.

Recent concern about national standards of literacy have caused considerable emphasis on methods of teaching children to read and on grammar and spelling. The last two Ministers for Education (up to July 1994) felt that this university-based system of teacher training was too theoretical and academic. They made proposals to increase the amount of teaching practice and to base teacher training more in schools than in universities and to make it more practical. Implementation of these proposals is still in progress.

Stimulated by TVEI, the initiative described on page 141, an increasing proportion of technical and vocational education is taking place in comprehensive and technical schools. Teachers are being encouraged to spend time in industry and be more aware of employers' concerns. They arrange work experience for 14-18 year-olds and are trained to help pupils develop personal skills required in problem-solving, decision-making, communication and teamwork. Some school-teachers transfer into other forms of vocational education, particularly into further education and into universities.

3.2 Lecturers in further and higher education

Lecturers in further education colleges responsible for initial vocational training of young people come from a variety of backgrounds; from industry and commerce; public sector employment; the armed forces and from school teaching. Their responsibilities are mainly to teach specific vocational subjects such as those required in construction, engineering or retail trades. In addition, they are also expected to support the personal development of young people in a similar way to that expected of school-teachers, outlined above. Their terms and conditions of service are determined within the further education sector and are different from those of both school-teachers and university lecturers. They are not *required* to have any formal training for teaching but their employers strongly *encourage* them to qualify. In England & Wales, many take a City and Guilds course leading to a Further Education Teacher's Certificate, while the Scottish School of Further Education offers a comparable qualification for lecturers in Scotland. Some lecturers have received trainer training in their previous employment and many have practical experience of training young people either in education, military service or industry.

University lecturers

University education in the United Kingdom is termed *higher education.* Although vocational education is generally thought of as that which takes place in a further education or work-place context, in practice a good proportion of university education is vocational. (In English the word 'professional' has traditionally been applied to a restricted group of occupations, eg medicine, the

church, the law and the military, and, by extension, to engineering.) University lecturers have different terms and conditions of service from those for further education lecturers. Many academics have experienced both education and employment entirely within the educational system, having progressed from school to masters degree - or, more likely, doctorate - and then to post-doctoral research and a lectureship. A proportion of university staff enter this work from other fields, an increasing proportion of these on short-term appointments.

One major difference between university and college work is the requirement for university staff to do original research. This means that students in universities are expected to be more autonomous than college students and that, generally, staff give - and students receive - less face-to-face teaching than their college counterparts. University teaching staff are not *required* to have any training or qualifications as teachers. However universities have arrangements for staff development which provide short courses and seminars on teaching and curriculum development, and most offer modules of training for staff to improve teaching skills.

Since 1992 an increasing number of universities have had their training programmes recognised by the Staff and Educational Development Association (SEDA) through its Teacher Accreditation Scheme. Once a university has applied successfully for a SEDA Certificate of Recognition for its programme, its staff can be awarded a SEDA Certificate of Accreditation for Teachers in Higher Education. Thus most teachers, including those in higher education, participate in some form of training for teaching.

3.3 Trainers in Youth Training

Funds for Youth Training are channelled by the Employment Department mainly through contracts with Training and Enterprise Councils. The Councils then subcontract the recruitment and payment of the young people to 'managing agents' who arrange training and employment placements. Some of these managing agents are large companies which provide placements and training in-company, others are independent agencies specially created to manage schemes which find placements with local employers and provide or arrange education and training of the required duration and standard. Over the last 20 years, schemes have been subject to several variations but with common themes. The combined effect has been to draw attention to the personal development of young people; to develop existing and new facilities; and to involve many adults in the training and development of young people.

Trainers in government Youth Training schemes come from various backgrounds. Some work in colleges; some are from the private sector; some have been training instructors in the armed forces and were trained in face-to-face instructional techniques.

Training for young people in these schemes is often shared between specialist trainers and work-place supervisors. Some of the supervisors have received formal training in how to instruct and assist with the development of young people. Trainers in companies may be responsible for government Youth Training or for independent initial training of young people. This means that there is overlap between this section and the next which looks at trainers in organisations. Information in these two sections will be drawn mainly from two studies. The first of these (Evans 1989) looked at the in-company trainer of young people; the second, published in two parts as a report and case studies, (Horton 1990, Horton 1991) looked at the training and development of company trainers in general.

CEDEFOP survey results

The most comprehensive study of in-company trainers of young people in the UK was carried out for CEDEFOP by the University of Surrey in 1988 (Evans 1989). Although there have been some changes since then, the main findings are still generally valid. Training was found to vary along a continuum. At one extreme was a 'structured' model in which senior trainers designed the training and handed it down to supervisory instructors, who carried it out having little or no responsibility for its content. At the other extreme was the 'ad hoc' model with departmental or other on-the-job managers deciding and negotiating content with the individual trainee. Most companies combined features of both approaches.

A postal survey combined with personal interviews in 25 companies showed that youth trainers' age range was wide, with a peak in the 36-45 year age band. More than half had received advanced job training. Although there were variations between companies, the study identified three types of trainer which were labelled *manager of training, supervisory trainer* and *worker trainer.*

Managers of training were responsible for taking an overview of company training, co-ordinating training and arranging off-the-job direct training. Their responsibilities were often not exclusively in training. Younger, full-time managers were often from a personnel or line management background, whereas older managers tended to have a skilled worker background. There was a tendency for 'a youngish group of professional trainers and managers to be emerging whose own background is in training rather than in the industry. This group was nonetheless industry-based and there was little evidence of its moving across or between industries.'

There were significant variations in managers' roles between the service and manufacturing sectors of industry. Service sector managers of training most usually train the supervisory trainers who in turn train the trainees on-the-job. Off-the-job training for young people was often undertaken by another trainer, inside or outside the company. One significant task for some managers in the service sector was to edit training films and videos for company use. Manufacturing sector managers were more directly

concerned with the young trainees. A possible explanation for this was that programmes for young people in this sector were usually of longer duration and more complex technical content. In areas where the work was relatively unskilled, the training tended to be given by the line managers and supervisors rather than by specialist trainers.

Supervisory trainers were more directly responsible for the co-ordination, design and delivery of individuals' training programmes. Some undertook direct training themselves, whereas others delegated this to worker trainers. These supervisors were of all ages but in all cases had an industry-specific background and had moved up to take responsibility first for the work of other staff and then for their training. Some aspired to develop specialist consultant roles, others to assume more general management roles. Few had any training qualifications but many had gained degrees, diplomas or certificates in various aspects of management. Sometimes these included a module on training skills. Most had career aspirations within the company or industry but few saw their future as a full-time training role. In practice, however, the study suggested that some of them would become managers of training.

Worker trainers were found not to have any formal qualifications for training and often no mention of training responsibilities in their job description. In practice many had a heavy training load whenever trainees were allocated to their department. Their responsibilities included:

- explaining and demonstrating work skills and
- informally judging the effectiveness of learning and competence.

Worker trainers normally had a background in the industry and saw their future career in the company or industry. Some expected to progress to supervisory or junior management posts.

3.4 Trainers in organisations

The most recent published study of trainers in organisations was carried out by the Policy Studies Institute in 1990. This resulted in two publications: a report *Training and Development of Trainers* (Training Agency 1990) and *Case Studies in the Training and Development of Trainers* (Employment Department 1991). The study looked in depth at 23 companies 'to examine ways in which the role of the trainer is changing and whether trainers themselves can be effectively managed and developed'. The companies included small, medium and large organisations and covered financial services, hotels and catering, road transport, chemicals, clothing and textiles, and agriculture.

A summary, published at the same time as the report, sets out the most important findings. It found that in many organisations strategic changes were revitalising the training function and enhancing the role of trainers.

Forces of change

The main 'forces of change' were identified as :

- demographic trends: there are fewer new entrants to the labour market than in the past
- skill shortages: these are encouraging companies to make the best use of all workers; effective training of existing employees is crucial
- new technologies: new equipment, changes in production processes and pressures for 'Total Quality' will not work without training
- increased competition: companies are operating in European and world markets. Training is a tool to increase efficiency and support development.

So, in organisations responding to change, the trainer's role has become active rather than reactive - helping to create a *learning culture*. Training now takes many forms including computer based training and open learning and an emphasis on self-development. Responsibility for 'delivering' training is passing to all managers: every manager is now a training manager. A philosophy of Human Resource Development (HRD) pervades the whole organisation.

The changing skills needed by trainers were seen as:

- professionalism - to provide quality training within tight deadlines
- flexibility - to recognise and adapt to changes in business and training techniques
- interpersonal skills - to forge effective links with in the organisation
- dynamism - to promote and market training within the organisation.

Three types of trainer

Three types of trainer were identified:

- strategic trainers - senior trainers able to operate effectively and on an equal basis with top level managers in the organisation
- practitioners or specialist designated trainers - who facilitate and support those who provide training
- line managers, supervisors and others responsible for the training and development of staff and who have coaching skills.

The case study report (Employment Department 1991) contains nine case studies in the six sectors of industry listed above. The companies were chosen to provide good examples of the major themes in the earlier report. In every case, from banking to farming, line managers and supervisors were expected to take responsibility for training their workers and were being given assistance, resources and training for those responsibilities.

The National Westminster Bank was reported to have an extensive training system. In 1990 there were over 500 full-time training staff, most of whom were career bankers who spent a period of two to three years in training, and then moved to other jobs. The role of

specialist career trainers from the Central Group Training Department was to support the non-career trainers; to assess the training implications of problems or new needs as they arose in the company and to design appropriate training solutions. These career trainers either had been training specialists before joining the bank or were bankers who decided during their assignment to the Department that training should be their permanent specialism.

Trainers in the National Westminster Bank received their development mainly in-house. This was also true of trainers in the chemical firms ICI and Tioxide. In the hotel and catering, clothing and textiles, road transport and agriculture sectors, formal training and development for trainers was obtained from the respective Industry Training Organisations.

The Policy Studies Institute report noted the need for a nationally recognised system of competences and qualifications for trainers corresponding to their different levels of skill. Since the report was written, this task has been carried out by the Training and Development Lead Body which was, at the time of writing, about to launch the revised competency and qualifications framework.

3.5 Summary and conclusion

Teachers in schools must have a teaching qualification in addition to their specialist subject or subjects relevant to the National Curriculum. Many teachers continue in the education system for the whole of their career. The Technical and Vocational Education Initiative has been introduced by government to encourage more attention to vocational education in secondary schools. There are measures to increase the practical, and to reduce the academic, content of teacher training.

Lecturers in colleges of further education bear the main responsibility for vocational education. They do not have to undergo teacher training but many have been school-teachers or have obtained a qualification from other sources, notably (outside Scotland) City and Guilds of London Institute.

Lecturers in the higher education sector, like those in further education, do not require a teaching qualification. Most participate in various forms of staff development provided within the institutions, and encourage professional development generally; recently a number of universities have had their training programmes recognised by the SEDA and their staff have become Accredited Teachers in Higher Education.

Universities provide a mixture of vocational and non-vocational education although many educationists argue that the distinction is becoming less and less relevant. (Talented graduates from the most prestigious universities, Oxford and Cambridge, in so-called non-vocational subjects such as history or English have sometimes gained 'glittering prizes' of fame and fortune in media occupations.)

The Enterprise in Higher Education Initiative has helped to create a much closer involvement of university staff and students with industry and commerce.

A multitude of trainers in Youth Training schemes has grown up in the past twenty years to alleviate youth unemployment. The attitudes and conduct of many youth trainers have been influenced by concern for personal development and the generic skills of communication, application of number, self-directed learning and teamwork.

Some in-company trainers are concerned solely with the training of young people, either on youth training schemes or in company apprenticeships, but most have a much wider remit. Company managers, including training managers, are more and more concerned with the objectives, problems, and goals of the company. Individual development, including that of young people, usually contributes to company success. In many technically advanced organisations, the status of specialist trainers been raised. Their role is more varied and many are designers and facilitators of training which is delivered by managers, supervisors, experienced workers or by means of computers and self-study packages. The terms Human Resource Management and Human Resource Development are now commonly used to describe personnel and training.

4 Regulation

In the United Kingdom, education to age 16 years is compulsory and is subject to increasing legal requirements, including the introduction of a National Curriculum and mandatory testing for pupils at specified ages. Education beyond age 16 is voluntary and far less regulated. Higher education beyond 18 is the province of universities which are autonomous bodies responsible for awarding their own degrees and qualifications.

Vocational training is subject to few regulations - with the notable exception of the training of nurses and their teachers, which will be outlined in section 6. Government influences vocational education and training largely by changing policies on funding and by setting standards. For example, in 1990 universities were encouraged to expand their undergraduate intake and were given extra funds to do so. Expansion was more rapid than anticipated and in 1993-94 the increase in university funds has stopped and more resources have been directed towards further, mainly vocational education.

Vocational education is also being greatly influenced by the introduction of the National Vocational Qualifications framework. The intention is that standards for vocational competence will be approved by NCVQ, and that qualifications at the five different levels will be based on these standards. Although there will be no statutory requirement for individuals to become qualified, nor any legal compulsion for colleges or employers to adopt the standards, in practice it seems inevitable that the system will prevail. Note that the standards apply only to outcomes and assessment of competences, and not to the form or content of vocational training leading to competence.

Regulation in school is threefold. First, attendance to age 16 is compulsory. Second, there is now a National Curriculum which specifies in broad terms what is to be taught. Third, assessment (testing) is being introduced at key stages and ages. Regulation for vocational qualifications applies only to standards to be achieved and their assessment. The emphasis is on outcomes: if the person being assessed can demonstrate competence in the specified areas and at the chosen level then the qualification will be awarded - whether the route to achievement was by formal education, training within an organisation or informal work experience.

4.1 Teachers, lecturers and trainers

Teachers in schools must be properly qualified to teach either by a Bachelor of Education degree or by a first degree in an academic subject followed by a postgraduate certificate. Lecturers in colleges or universities, and trainers employed in industry, in the public sector, or working as private providers of training are not required to have any specific training or teaching qualifications. Many have relevant academic or vocational qualifications, but there is no statutory requirement.

Nurse teachers

Teachers of nurses are an exceptional category subject to similar regulations as apply to teachers in schools. The regulations are promulgated by the United Kingdom Central Council for Nursing, Midwifery and Health Visiting. The requirements are that teachers must be graduate nurses with an advanced qualification on the Council's register and have a recognised teaching qualification. Colleges of Nursing are currently being integrated into their local universities, so the regulations regarding teaching may change as nursing becomes a graduate profession. The requirements for nurse teachers will be examined in more detail later.

4.2 Standards and qualifications

Government policy in the UK has always tended towards voluntary rather than statutory regulation of institutions and individuals. Recent governments have pursued these free market policies with considerable vigour. However, this does not mean that there is no attempt at regulation, particularly in education and vocational training. The National Curriculum and national testing have imposed comprehensive control on schools. The specification of

occupational standards is creating a framework of regulation for training. This also applies to the training of trainers themselves for whom the Training and Development Lead Body has published standards and qualifications for trainers. The published standards are currently being revised. Table 2 (page 160) summarises part of the revised qualifications framework derived from these standards.

Functional analysis

The full set of training and development standards is based, as are those of all occupations, on a 'functional analysis' of all the competences which together comprise the training function. Functional analysis is a technique introduced by the National Council for Vocational Qualifications as the basis for defining all occupational standards. In principle the idea is quite simple; in practice its application requires a great deal of analytical work after which there is often much argument and revision. This has certainly proved the case with the trainer standards which are at present being revised for the second time. An explanation of the process is attempted in the next paragraph. It is included here so that the reader can begin to understand the rationale behind the system.

The first step in functional analysis is to agree on a single statement which defines the function of the occupation being analysed. The statement agreed for the training function is *to develop human potential to assist organisations and individuals to achieve their objectives.* This initial statement is then subdivided repeatedly until first units and then elements of competence are defined. Units are groups of competences which form sensible wholes.
Two examples of units are:

- *identify individual learning needs*
- *design training and development sessions.*

There are 37 units in the trainer standards. Units are then further subdivided into elements, which represent the most detailed level of analysis of competence. The first subdivision for trainer competences is into five parts which are:

A identify training and development needs
B plan and design training and development
C deliver training and development
D review progress and assess achievement
E continuously improve the effectiveness of training and development.

These are then further subdivided into more than 30 units and further into more than 100 elements.

Qualifications are made up of units of competence selected according to the level and nature of the qualification. Each is made up of core and optional units; the overall size of a particular qualification is not more than twelve units. Qualifications have been specified at levels 3, 4 and 5 (see Table 1, page 145, for a description of the levels).

Qualifications Descriptors for training and development

Qualification Descriptors for training and development are:

Level 3 Training and Development
Identify training needs; create a climate conducive to learning; design and deliver training and development sessions which meet objectives at operational level; evaluate the outcomes of the training sessions and evaluate and develop own practice.

Level 4 Training and Development (Learning)
Identify training and development requirements; create a climate conducive to learning; design and deliver training and development programmes with individuals and groups; review progress with learners; evaluate training and development programmes and evaluate and develop own practice.

Level 4 Training and Development (Human Resource Development)
Identify organisational training and development needs; design programmes to meet organisational objectives; co-ordinate contributors; manage relationships with customers; evaluate and improve training and development programmes; maintain and improve services and systems and evaluate and develop own practice.

Level 5: Training and Development
Contribute to the identification of organisational human resource requirements; specify the contribution of training and development to an organisation; monitor and control resources; design and implement human resource development strategies to meet these objectives and design and improve the contribution of training and development to an organisation and evaluate and develop own practice.

An extract from the Training and Development Lead Body (TDLB) qualifications framework is shown in Table 2 overleaf. The table shows the core and option units required for a trainer qualification at Level 3 outlined above. There are further qualifications at Levels 4 and 5 requiring different sets of core (mandatory) and optional units. A qualification requires attainment of the seven core units plus any three of the options. The final two options at Level 3 are units from the Management Charter Initiative (MCI) competences which are primarily for managers. This mixture of units from different sets of standards is a feature of the system which can occur wherever occupations overlap.

Table 2: TDLB standards – qualifications at level 3

Unit title	Unit no	Status
Identify individual learning needs	Unit A22	core
Design training and development sessions	Unit B22	core
Prepare and develop resources to support learning	Unit B33	core
Create a climate conducive to learning	Unit C21	core
Agree learning programmes with learners	Unit C22	option
Facilitate learning in groups via presentations/activities	Unit C23	core
Facilitate learning through demonstration and instruction	Unit C24	option
Facilitate individual learning through coaching	Unit C25	option
Facilitate group learning	Unit C27	option
Monitor and reveiw progress with learners	Unit D11	option
Assess individuals for non-competence based assessment	Unit D21	option
Assess candidate performance	Unit D32	option
Assess candidate using diverse evidence	Unit D33	option
Advise/support candidate to identify prior acheivement	Unit D36	option
Evaluate training and development sessions	Unit E23	core
Evaluate and develop own practice	Unit E31	core
Manage relationships with colleagues and customers	Unit E32	option
Contrib. to planning, monitoring & control of resources	MCI SM2	option
Contrib. to the provision of personnel	MCI SM3	option

5 Patterns and programmes of training for teachers and trainers

5.1 Infrastructure

A research project (Employment Department 1994) included discussion with staff of a Training and Enterprise Council who are responsible for encouraging people in their area to undertake National Vocational Qualifications. *Infrastructure* is one of the key words used in describing the training system. Infrastructure includes all the institutional organisation and the policy and funding arrangements which support training. Trainers and their training are important elements in this infrastructure.

A description of the arrangements for the training of teachers and trainers must take account of the major changes in the infrastructure caused by government policy and funding. The main effects of these changes have been on the training of trainers rather than teachers.

The education infrastructure

The introduction of a National Curriculum in schools has had an impact on the content of teacher training. The current emphasis on teaching practice rather than academic study are affecting the design and form of teacher training courses. Nevertheless, suggestions to change the fundamental regulations and the requirement for a year of training and a Certificate have not been taken up. For some years the infrastructure of teacher training has remained fairly stable.

The training infrastructure

The situation for trainers has been far less stable. There have been at least four major policy changes relating to training over the last 20 years and several changes in funding arrangements over the last four years have significantly affected the training of training staff. UK governments have continually been torn between their anxiety about the apparent poor quality and quantity of industrial training and their reluctance to shoulder responsibility or to fund improvements. The theme has always been that employers should provide or bear the cost of providing training for their employees. When governments have decided to intervene, they have frequently used a different method of intervention.

Training and trainees may be categorised:

- by industry *sector:* retail, manufacturing, service, transport, hotels and catering etc
- by *occupation:* clerical and administrative, engineering; design, managerial, trainer
- by the geographical *region or area* in which they are employed
- by *age:* youth or adult
- by *type of training:* initial, continuing/procedural, behavioural.

The MSC era

In the 1970s, Industrial Training Boards were set up and companies were charged a statutory levy to provide training within their sectors. Training was organised according to the first category above - industry sector. Many Boards arranged the provision of training for trainers in their sector. The levy proved unpopular, and in 1973 the Manpower Services Commission (MSC) was formed. The government, through the MSC, took over responsibility for the operating costs of Training Boards. Youth unemployment however was an increasing problem largely outside the remit of Training Boards; training the unemployed soon became the MSC's main responsibility. By the 1980s there was a geographical network of MSC area offices, staffed by civil servants, whose main responsibility was to run training schemes for youth and for adult unemployed. Government training was now being organised along the third and fourth dimensions in the list, geographical location and the age (and employment status) of the trainees.

During the 1980s the statutory powers of the Training Boards were removed and levies on industry ceased. Boards were replaced by smaller and much less powerful Industry Training Organisations. The Manpower Services Commission with its area offices now dominated the training scene. The main government funded training for trainers during the 1980s was through the network of Accredited Training Centres which provided training for managers of schemes, for full-time trainers and for workplace trainers. At first the centres catered only for trainers in schemes for unemployed young people aged 16-18, but later their function was extended to support training for the adult unemployed.

The position in the 1990s

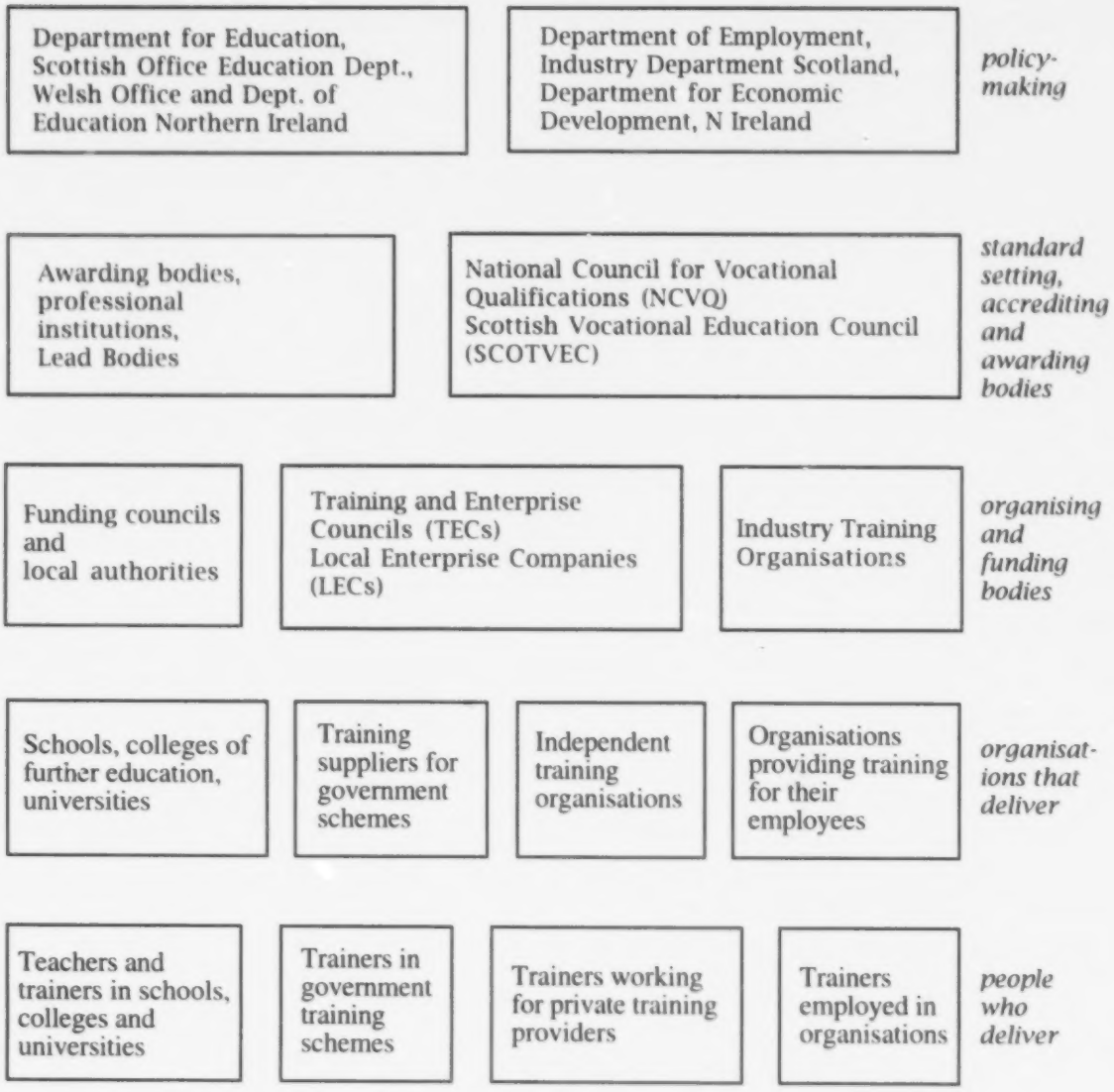
By the 1990s, the TECs and LECs had taken over sub-regional responsibility for training. So the main dimension of national training organisation - the TEC/LEC infrastructure - is the geographical area in which the trainees find work. The industry dimension is looked after by Industry Training Organisations but few of these are influential. One of their responsibilities is to form Lead Bodies which decide the competences needed in the occupations found in their sector. The overall occupational dimension, second in the list above, is overseen by NCVQ which authorises the standards and qualifications for all occupations; SCOTVEC fulfils this role in Scotland.

Figure 3 (overleaf) shows the current UK national training framework - the current infrastructure. In England, government policy and funding come through the departments of Education and Employment. In Scotland and Wales the respective Secretaries of State administer funds, and in Northern Ireland the Departments of Education and Economic Development share responsibility. The education budgets support schools, further and higher education and the initial and continuing training of school-teachers. A large proportion of the Employment Department budget, which is channelled mainly through TECs, is spent on Youth Training, renamed 'Next Steps' and 'Training for Work', a programme for the adult unemployed. Some of the TEC/LEC funds are spent on providing training for the schemes' trainers and managers.

Other important players in the training game are the accrediting, awarding and professional bodies. In England and Wales NCVQ, is an accrediting body ie it approves standards and accredits and co-ordinates the bodies that actually make the awards. Awarding bodies monitor and verify assessment processes and issue certificates of qualification. Many maintain themselves largely by fees from the award of qualifications. In Scotland, the Scottish Vocational Education Council (SCOTVEC) is both an accrediting agent and an awarding body.

Vocational and educational awarding bodies are generally separate. Professional bodies offer membership to those qualified in their respective professions and provide services to members, deriving much of their income from membership fees.

Figure 3: Responsibilites and infrastructure for training and teaching in the UK


Department for Education, Scottish Office Education Dept., Welsh Office and Dept. of Education Northern Ireland
Department of Employment, Industry Department Scotland, Department for Economic Development, N Ireland
policy-making
Awarding bodies, professional institutions, Lead Bodies
National Council for Vocational Qualifications (NCVQ) Scottish Vocational Education Council (SCOTVEC)
standard setting, accrediting and awarding bodies
Funding councils and local authorities
Training and Enterprise Councils (TECs) Local Enterprise Companies (LECs)
Industry Training Organisations
organising and funding bodies
Schools, colleges of further education, universities
Training suppliers for government schemes
Independent training organisations
Organisations providing training for their employees
organisat-ions that deliver
Teachers and trainers in schools, colleges and universities
Trainers in government training schemes
Trainers working for private training providers
Trainers employed in organisations
people who deliver

Infrastructure: summary and conclusion

Since 1970 the infrastructure for training has been modified several times. The system was at first based on industry sectors but is now organised by geographical area. The emphasis used to be on training those in employment, but is now on training the unemployed. Early measures to combat the effects of unemployment were for young people aged 16-18; current measures cover both youth and adult unemployment. Support for the training of trainers and managers of these government schemes covers a range of trainers and training competences.

Sectors are still represented by Industry Training Organisations (ITOs); these provide most of the Lead Bodies that set standards for occupations in their industries. Some ITOs provide substantial trainer training for their industries. Occupational standards are authorised by the National Council for Vocational Qualifications. NVQs are obtained through awarding bodies. Higher level qualifications are obtained mainly through universities and by membership and the ratification of professional bodies.

The above account covers those parts of the system influenced by government funding and government training schemes. Most companies carry out training independently and most workers are unaffected by government measures and regulations. A great deal of trainer training, in both public and private sectors, is provided by individual organisations for their employees.

5.2 Programmes of training for teachers

Teachers are trained in certain universities and colleges. Nurse teachers, already identified as a special case, are trained in colleges of nursing. As nursing becomes a graduate profession, nursing colleges are rapidly being integrated into universities.

Trainers in government schemes

Trainers and managers in government training schemes are offered training support through Training and Enterprise Councils. Arrangements vary with the policy of the local TEC. Some of the training offered is much wider than simply techniques and competences for individual trainers. The general policy is to establish within each participating company (training supplier) a planned training and development system involving all employees with special attention to trainees in the schemes. Funding for training suppliers is heavily weighted towards outcomes. A substantial part of the fee is held back until trainees successfully achieve a National Vocational Qualification (NVQ). A major factor in the success of schemes is the training and accreditation of assessors, many of whom are working supervisors and managers.

Trainer training by Industry Training Organisations

Several of the more influential Industry Training Organisations (ITOs) have made trainer training and accreditation a strong feature of their work. The Hotel and Catering Training Board has introduced a scheme called 'Caterbase' which includes workplace assessment leading to NVQs (Horton 1991). The Board runs a three-

level system of training and assessment for trainers themselves. This enables senior trainers to become licensed to provide training and assessment within their companies. Many more ITOs provide training courses for trainers; examples of other major industries in which their ITOs provide substantial assistance with trainer development are road transport, the chemical industry, clothing and textiles, and agriculture.

Trainer training within organisations

'Employers continue to be the main source of funding for employees who undertake job-related training' (Employment Department Group 1993). Unfortunately the training statistics collected by the Employment Department do not include any data on trainers or their training. Qualitative research reports (Horton 1990) show that many large organisations do provide internal or external development for their trainers.

In the public sector, the Civil Service College has a prestigious site at Sunningdale Park near Ascot, Berkshire and offers a range of options for trainers both within and outside the Civil Service. Options begin with 'Introduction to Training' for newly appointed trainers and progress through specialist modules for distance learning, consultancy, computer based training and the use of video, to advanced courses for training managers. Courses are open to the public as well as to all trainers in the Civil Service. The National Health Service Training Directorate provides trainer training for those who train staff in the health service.

In the private sector, many large organisations train their own training staff. Firms in the financial sector, banks and building societies, are notable for this, partly because there is no corporate body, such as an Industry Training Organisation, which serves the whole sector. Case studies have described trainer training in the National Westminster Bank and the Bradford and Bingley Building Society (Horton 1991). The Bank provides its trainer training internally; the Building Society prefers to send its trainers on a range of external courses.

6 Initial training of teachers and trainers

Initial training of teachers is most often through the postgraduate certificate of education, offered by several universities, and the Bachelor of Education - a first degree which combines a teaching qualification with academic study. The most common programmes for trainers are preparation courses for Youth Training offered by the Accredited Training Centres and the Institute of Personnel and Development's foundation programme 'The Certificate in Training and Development'.

Many basic courses for trainers are offered by private providers and used for initial trainer training, mainly by private sector organisations. Some large organisations, public and private, have their own facilities for instructor and training officer training. Notable examples of providers in the public sector are the Civil Service College and the National Health Service Training Directorate. Examples in the private sector are the National Westminster Bank and Imperial Chemical Industries (ICI). Some sectors of industry rely on their Industry Training Organisations for initial and continuing trainer training; notable examples include the Hotel and Catering Training Board and the Agricultural Training Board.

Teachers of nurses are an exceptional category subject to similar regulations and training to teachers in schools. The regulations for their training are made by the United Kingdom Central Council for Nursing, Midwifery and Health Visiting. The National Health Service is the largest single employer in Europe and nurse training, mainly for young women, represents a significant proportion of initial vocational training in the UK. Nurse teachers are therefore a correspondingly large group and their initial education and training is provided in 16 regions by more than 20 educational institutions. Their training is described here because of its extent, its unusually regulated nature and its formal similarity to the training of teachers in schools.

6.1 Nurse teacher regulations and training

There are separate requirements for:

- nurse teachers
- midwife teachers (midwives deal with pregnancy and delivery)
- lecturers in health visiting
- district nurse teachers
- occupational health teachers.

The requirements are that teachers must be graduate nurses with qualifications in their specialist area; an advanced qualification on the Council's register and a recognised teaching qualification. In addition to registered qualifications, the practitioner must have completed at least three years' professional experience (excluding full-time courses) in the field in which s/he wishes to teach. At least two years of this experience must be in a position of responsibility involved in the delivery of patient care. These posts should be in areas to which student or post-registration learners are regularly allocated. The three years' professional experience should normally include at least two years' experience in United Kingdom in order that the practitioner is conversant with practice in this country and with the National Health Service.

In order to demonstrate advanced professional knowledge in their specific field practitioners must have completed a National Board approved course of study of at least six months full-time or equivalent. Each National Board is to determine which courses of

study meet these criteria. Since January 1994 all candidates entering English National Board (ENB) approved teacher education and training have been required to have a degree in nursing or a related subject.

Having achieved the requirements for qualification and experience the nurse must also complete an approved course of preparation for teaching. Courses are provided by universities and colleges of higher education. They include teaching experience and a specialist unit of study relevant to nursing or midwifery education. The courses are academically validated by a university and approved for nurse and midwife teacher training by the English National Board. On successful completion of a course the nurse, midwife or health visitor is awarded the relevant qualification by the validating body and a course completion certificate by the ENB. On application to the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC), if all the criteria are met, the qualification is recorded on the Professional Register following payment of a fee.

It is currently possible to record a teaching qualification with the UK Central Council which has been obtained at an institution or a course not approved by the National Board, provided that the course of study

- was one academic year full-time or equivalent
- included the theory and practice of teaching
- included at least eight weeks practice teaching.

Applicants had to meet all the other criteria for recording a teaching qualification: registration, relevant professional experience and evidence of additional professional knowledge and graduate status. From 1995, however, only courses approved by the ENB were acceptable for recording; its address is given on page 180.

6.2 Youth trainer training

The basis for Youth Training and for the training of youth trainers was established during the 1980s by the Manpower Services Commission, a government-sponsored body appointed to oversee employment and training nationally. In 1983 the Commission set up a network of 53 Accredited Training Centres to provide training for youth trainers in their geographical regions through the provision of certificated courses, short courses and consultancy. (Evans 1989). This network has since been handed over to the Training and Enterprise Councils and is being modified in various ways according to local requirements. At first the training related exclusively to the trainers of 16-18s, but later it was extended to other age groups under the Adult Training Strategy.

Training for these youth trainers was designed specifically for the purpose and in earlier years was provided nationally by the Manpower Services Commission. This training stressed even more

strongly than did TVEI the need to support personal develop-ment in the 'core skills' of communication, number, self-directed learning and team work. This training for Youth Training work may now be provided by trainers specialising in this field, some working in colleges, others in the private sector.

Because of the increased autonomy of the (TECs) and the private status of many training providers, there is in the 1990s much more freedom to vary the content of this training than there was in the 1980s. Some TECs have dispensed with the Accredited Centres in their areas on grounds of expense; others still support theirs.

An evaluation of an Accredited Centre

The Accredited Centre for Calderdale and Kirklees TEC, in the North of England, is CMS Training Services Ltd, a private company. Its activities on behalf of the TEC have recently been independently evaluated. In 1994-95 CMS was awarded a contract by the TEC 'to provide organisational and individual development for all those organisations contracted to provide Next Step and Training for Work programmes'. (Next Step is the current version of Youth Training which allows young people training credits, giving them much more freedom to choose a training programme suitable to their individual needs. Training for Work is for unemployed adults.)

CMS provide for managers and employees in the companies:

- a consultancy service
- strategic development including business planning
- management development
- individual development

and a range of management and trainer competence based awards and qualifications. Any training supplier may have access to all or part of this development service.

The trainer training offered by CMS to the training suppliers covers a wide range of competences and qualifications. There are modules on identifying training needs, designing and delivering training, the latter including participative learning, presenting and coaching. Qualifications include the City and Guilds Youth Trainers Award and Adult Training Award and the Royal Society of Arts Certificate in Counselling Skills. A further award, described below, is the Institute of Training and Development's Certificate in Training and Development.

An evaluation study carried out for Calderdale and Kirklees TEC on the extent and effectiveness of training provision for its training suppliers concluded that the feedback from suppliers was positive on their use of the Accredited Training Centre. The training offered does not simply aim to meet the needs of individual trainers and the Next Step (Youth Training) or Training for Work programmes, but also to help the companies plan their business and introduce training to support their business objectives. This reflects the economic purposes of the TEC initiative.

Portrait of Ian, a training manager in a County Council

Ian completed a degree in Psychology and was conducting postgraduate research when he was approached to teach 'A' level Psychology at the local college. He stayed there for four years. He then had the opportunity to enter youth training for the County Council. At first he focussed on personal competence. He completed the ITD Diploma in Training Management and then became involved in general vocational and management training.

He has been involved in the pilot projects for National Vocational Qualifications, particularly those for Business Administration, Training and Development and the development of key staff as Assessors. Other areas of Ian's current responsibilities are National Vocational Qualifications required for Quality Assurance.

He has become an accredited Assessor which was 'harder work to achieve than my degree'. He considers the work he is doing provides the best opportunity for his own continuing professional development.

Portrait of Sue, trainer of trainers for the PETRA programme

Sue qualified as a teacher by gaining the Degree of Bachelor of Education and for three years taught science and biology. She then spent two years at an outdoor education centre for children and then returned to school teaching for a further eight years.

For the next three years she trained young boys aged 14 to 17 years at a residential school for boys in trouble. At the time the pupils were described as 'socially and emotionally disturbed'. She then spent four years in museum education instructing primary school-teachers and nursery nurses on the use of museums in education.

Sue is currently employed by an Glasgow organisation called the Wise Group training trainers for the PETRA Programme. Although she has attended short training courses which fit her for this work, her formal qualifications are in teaching rather than training.

The Institute of Personnel and Development

Another important programme for the initial development of trainers has been the Institute of Training and Development's Certificate in Training and Development. The ITD, after a long courtship, merged with the Institute of Personnel Management in July 1994 to become the Institute of Personnel and Development. The Certificate in Training and Development is being phased out and a new foundation award, based on the Training and Development Lead Body Standards, will doubtless replace it. Nevertheless, the Certificate has been an important foundation qualification for direct trainers, including many involved in the initial training of young people. Besides training design and delivery, the Certificate also contains modules on leadership training, training management, teamwork and presentation skills.

6.3 Summary and conclusion

This section has selected three kinds of training for teachers and trainers for special attention. The first was the training of nurse teachers. Nurses are a numerous and significant occupational group. Their teachers are unusual, possibly unique, amongst vocational teachers in the UK in that they must undertake a highly regulated sequence of professional qualification, work experience and teacher training before they can teach. The requirements are similar to those for teachers in schools and some of the providing institutions also train school-teachers.

The second group was trainers in organisations which are contracted as training suppliers for government youth and adult training programmes. Much of their training is provided by the Accredited Training Centres. The work of one of these centres was described earlier. An important feature of this provision is its wide scope and its concern not only with individual development but also with business and organisation development.

The third was the offer of a Certificate for Trainers by what is now the Institute of Personnel and Development. The Certificate has been for some years a basic qualification for direct trainers of all kinds. The award will soon be replaced by a qualification in line with the new Training and Development Standards that were under discussion at the time of writing.

7 Continuing education and training

A great wealth of continuing education and training is available for UK trainers, partly because of the relatively free market and lack of regulation. During the last 25 years there has been modest financial support from industry and government for the training of trainers. Probably the most effective stimulus to trainer development has been continuing and widespread national debate about the nature of training and how it should be provided.

In the 1970s era of Industry Training Boards, the approach was mainly instrumental and company-oriented. Systematic training and development was the main theme. The training cycle - analyse training needs, design, deliver and evaluate - held sway. Managers and training staff were urged or coerced by funding to adopt this systematic approach. The training cycle has also recently been adopted by the Training and Development Lead Body as the pattern for training standards and qualifications.

7.1 Personal and organisational development

The Manpower Services Commission in the 1980s, led by Geoffrey Holland, introduced a different note, particularly for the training of young people. The emphasis shifted towards personal development and core skills. Young people must not simply be trained in the narrow tasks and skills of their work; they must not be seen as mere shelf-fillers in supermarkets or unskilled labourers on building sites. All young people should receive broad development in personal skills, the application of number, information technology, problem solving and teamwork. Naturally this meant that their trainers and mentors, many of whom found these ideas new and strange, had to be capable of giving guidance in these 'core skills'. Training for trainers was introduced through the network of Accredited Training Centres to support personal development. Although the current emphasis is on competence and standards, the influence of these ideas about personal development is still felt.

The 1994 merger of the Institute of Personnel Management with the Institute of Training and Development to form the Institute of Personnel and Development was significant for training and trainers. Those responsible for the training interests of IPM had for years emphasised continuing professional development, reinforcing and extending the scope of ideas about personal, vocational development of adults. At the same time, ITD had emphasised human resource development as part of its organisational strategy. The merged IPD is set to become a more influential body in continuing the debate on training and development for individual and organisational goals.

In parallel with ideas about personal development there have been changes in ideas about training in organisations. The terms *Human Resource Management* and *Human Resource Development* have entered the language (Pettigrew et al 1990, Hendry et al 1991). The main themes here are that training within an organisation must contribute to its strategy and goals. People and their skills must match the organisation's needs and purposes. When an organisation has to meet new market demands or introduce new technology, personnel development may make an important contribution.

Portrait of Martin, who works in training management and organisation development in a Hospital Trust

Martin completed a degree in economics and accounting without any strong career ideas. His path into training was due to 'following a set of circumstances and making certain decisions in the course of time'.

He tried to become a personnel manager without success and was advised to work towards a qualification. He completed a Diploma in Personnel Management whilst gaining one day a week work experience with the British Airports Authority. He continued to do project work for the Airports Authority on a part-time basis and was offered a job in Personnel after six months. This work included a limited amount of training course design.

After a year he became Assistant to the Training Manager responsible for the administration and organisation of training and general communication. This role subsequently broadened to include limited involvement in internal facilitation and consultancy. His next position was in the Personnel department on project work, with some participation in presentations and seminars. A new initiative was to run half- and one-day training courses. He attended a two-day internal 'Train the Trainer' course and a second course one year later, in addition to a twelve-week evening course on presentation and communication skills.

Martin then decided to make training his career. He was responsible for the management of programmes and the delivery of some of the modules. After working alongside a consultant he became involved in the design, management and production support of an extended management development programme.

He was trained as an Assessor for personnel assessment centres and this introduced a different perspective on management training and development in its organisational context. He changed to a developmental role, helping with organisational and management change, development and assessment centre design.

He completed a course in participative techniques and took on the role of Training and Development Specialist, his current position, with more autonomy. His responsibilities include course management and organisation development at a more strategic level. This has required the acquisition of influencing and consultancy skills.

7.2 Effects on the continuing education and training of trainers

One of the major effects of the emphasis on personal and organisational development has been the need to improve interpersonal skills. These include individual skills of interviewing - selection, appraisal, counselling, disciplinary and grievance, persuading and selling - and group skills such as chairing and participating in meetings, negotiating, briefing and teamwork. Many short courses are offered publicly and in-company to enhance interpersonal skills. Many trainer training programmes and short courses prepare trainers to undertake this 'behavioural' training.

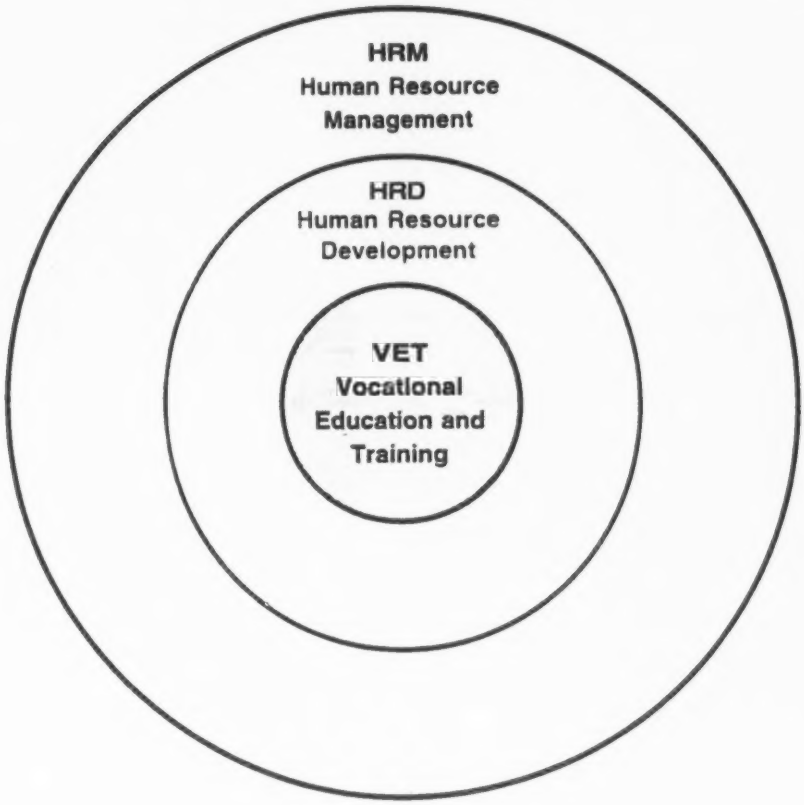
Most trainers find the conduct of behavioural training more demanding and stressful than passing on knowledge or teaching physical skills. Introductory courses for trainers often cover presentation of information and simple instruction in work tasks. Interpersonal skills training is usually the responsibility of advanced practitioners, and preparation for leading interpersonal sessions is part of their continuing rather than their initial training.

Even more advanced training is required for the roles of internal or external training consultant and organisational change agent. Some trainers assume these roles without formal training as their experience and confidence develop. However, several of the more sophisticated training providers offer, and more trainers receive, formal training for consultancy skills and organisation development.

Human Resource Development

Trainers have for years argued that 'training' is an inadequate word to describe vocational development and that it suggests a set of rather simple activities, inferior to education. The term Human Resource Development has been adopted as a more adequate and suitable description of the activities which support employees in organisations. The Institute of Training and Development has for several years held its Human Resource Development week at the Barbican in London. The Centre for Corporate Strategy and Change at Warwick University Business School, directed by Professor Andrew Pettigrew, has carried out extensive research into Human Resource Management and Human Resource Development, first in large organisations undergoing strategic change and then in small and medium sized enterprises (Pettigrew et al 1990, Henry et al 1991). Their view of the human resource management and development is shown in Figure 4 (overleaf). Vocational Education and Training (VET) are seen as a subset of activities within the scope of Human Resource Development (HRD) which encompasses activities such as appraisal, job rotation and enrichment, action learning. HRD is similarly a subset of Human Resource Management (HRM) which encompasses recruitment and selection, redundancy and redeployment, remuneration and conditions of service. Rather than seeking training managers or training officers, many large organisations' recruitment advertisements now offer posts as Human Resource Manager or Human Resource Development specialist.

Figure 4: The relationship between HRM, HRD and VET



7.3 Training for National Vocational Qualifications

The two main concerns for trainers posed by the introduction of NVQs are the effects on training and new methods of assessment. A recent study in the construction industry (Callender 1992) showed that many trainers in the industry were ill-prepared for the introduction of NVQs. The main finding was that trainers in construction needed to be much better informed about NVQs and better prepared for delivery and assessment.

Recently there has been more emphasis on publicity and the marketing of NVQs, mainly through the agency of TECs and LECs. Many assessors have been trained and accredited in a variety of industries; most of these assessors are or have been practising trainers.

7.4 Summary

Table 3 summarises the ideas which have been described in this overview of training development in the UK from 1970-94. These new ideas and concepts have had important practical effects on training and trainers. The next part will describe some of the practice which has accompanied the development of theory.

Table 3: Ideas and organisations that have influenced training development

Organisations responsible	Ideas or philosophy	Explanation/information
Industrial Training Boards	Systematic training and development	The training cycle: analyse training needs, design, deliver, evaluate
Manpower Services Commission	Personal development - core skills	Young people shd receive broad training in a range of core skills
	Learning to learn	Individuals need to learn how to educate and train themselves
	Line managers' responsibility for training	All managers and supervisors have a responsibility for training
Employment Department: Training Enterprise & Education Directorate	Functional analysis - occupational standards Accreditation - particularly of prior learning The learning organisation	See section 4 for an explanation of functional analysis and its application to the training function
Institute of Personnel Management Institute of Training and Development	Continuing professional development Human Resource Development	IPM and ITD have merged to become the Institute of Personnel and Development
Centre for Corporate Strategy and Change	Human Resource Management Human Resource Development Vocational Education and Training	References: Pettigrew *et al* 1990, Hendry *et al* 1991
National Council for Vocational Qualifications	Vocational qualifications should be awarded on demonstration of occupational competence	A framework of National Vocational Qualifications has been established by the Council which accredits their award

The Civil Service College

The Civil Service College has two locations, one in central London and a residential centre at Sunningdale Park, Berkshire. Its 300-page prospectus shows 'over twenty acres of beautifully landscaped gardens reputedly laid out by Capability Brown', a well equipped library, 13 conference rooms and 43 syndicate rooms. There are separate prospectuses for European and international relations training and for training for trainers and training managers. In the trainers prospectus under the heading 'Client base' it is claimed that: 'The Civil Service College is now the largest provider of short courses in Europe'. Courses are open to the public and to delegates from Europe and abroad.

The 50-page prospectus for trainers and training managers describes a range of options including 27 short courses under sub-headings such as:

> Getting started; Approaches to learning; Facilitation and feedback; Ensuring and measuring success; Open and distance learning; Managing training; Organisational change; Development and personal effectiveness; Specialist training; NVQs.

Consultancy and tailored training services are also offered. All these courses and facilities are available to trainers from EU Member States.

7.5 Masters degrees and diplomas

Until the 1980s there was hardly any higher education provision specifically for trainers in the UK. Training was commonly considered to be a function warranting a qualification at certificate level or, for training managers, at diploma level. In the late 1980s, probably due to rapid organisational change, it became apparent that the training and development function was of increasing importance. Several higher education institutions began to offer trainer qualifications at masters level.

The longest established course is a Master of Arts in Management Learning offered by Lancaster University Management School's Centre for the Study of Management Learning (CSML). CSML was founded in 1974 to carry out research into management learning and development. Since 1982 the Centre has run a two-year part-time MA in Management Learning. Since 1990-91 the degree has also been offered as a one-year full-time programme. One group of part-time participants conduct their interactions by computer network.

The course has five sequential parts:

- determining purposes for management education
- approaches to management learning research and evaluation
- design for learning; learning theory and practice
- dynamics of learning relationships
- special interest areas; current topics.

The part-time course attracts practitioners in management development from many leading national and multinational organisations. The full-time version also attracts participants who have had considerable experience of management, administration or personnel work who wish to make the transition to management development. Participants are grouped into 'learning sets'. A very important feature of the course is the emphasis on self-development. Participants are largely responsible for organising their own learning. Distinctions between staff and participants are kept to a minimum. Assessment of assignments is done on a group basis, whereby peers have an equal voice with tutors.

The degree of Master of Education in Training and Development is offered by the Division of Continuing Education, University of Sheffield. This is a more general course than the Lancaster degree, covering all levels of training and development.

Three essential features are:
- a modular structure which allows participants to progress at their own pace
- assignments related to the work of participants in their own organisations
- a programme which leads to professional as well as an academic qualification.

Six modules

The first and second years of study are divided into six modules, each of ten units. Each module is assessed by an assignment which may take the form of:
- a paper linking the theory of the module to practice in the participants' organisation
- a journal article which may be published
- a workshop presentation on the aspects of learning covered in the module.

Satisfactory completion of the first two years gains the award of a Diploma. A completed dissertation leads to the award of the Masters Degree.

The six modules of the course are:
1 *Policies and practice*: the historical development of the training function nationally and within organisations.
2 *The learning organisation:* the learners' needs; a systematic approach; relevance to the organisation
3 *Human Resource Development:* opportunities and mechanisms for human development
4 *Distance learning and information technology*: current benefits and future implementation
5 *Understanding organisations*: organisation dynamics and training.
6 *Communications and persuasion:* presentation and dissemination.

The dissertation may take a wide variety of forms: empirical studies using a range of methods; theoretical reviews; historical, literary or philosophical investigations. The mode of delivery is primarily distance learning with strong tutorial support. This is supplemented at the end of each module by residential weekends and by occasional tutor group meetings.

Participants in the programme are all practising trainers and training managers in full-time employment. They work in a variety of organisations: public and private; manufacturing and service sectors. All course members are registered at the outset with the Institute of Training and Development. Successful completion of the programme earns the professional qualification 'Diploma in Training Management'. The programme is being run in Singapore and in Ireland in collaboration with the University of Limerick.

Roffey Park Management College

Roffey Park Management College is a private provider with excellent facilities and a reputation for innovation and excellence in management training. The College offers an Advanced Diploma in Manager Development. The two-year part-time course is an advanced development programme for experienced practitioners in the field of management training and development.

The aims of the course are to help participants become effective developers of others; to design and manage their own learning and to gain a qualification in Manager Development and Training. The emphasis is on self-managed learning. The following headings constitute guidelines for design of a personal programme rather than a syllabus to be worked through:

- the manager
- the organisation
- the developer
- management development policy
- learning strategies
- continuous development.

Other Masters Degrees

Examples of other universities which provide Masters Degrees in Training and Development are:

Durham University Business School
Masters in Business Administration with specialisation in Human Resource Development Management - part-time, started 1991

Leicester University, Centre for Labour Market Studies
Diploma and Master of Science in training
Part-time by distance learning, started 1991

University of Greenwich (formerly Thames Polytechnic), London
Master of Arts in Post Compulsory Education and Training

International Management Centres, Europe (a private sector institution)
Master of Philosophy in Training and Development

Several other universities offer courses at diploma and masters levels and many colleges offer courses for trainers at certificate and diploma levels. The form of many courses will change as the new Training and Development Lead Body Standards are adopted.

8 Useful Addresses

This section lists some useful addresses where further information on trainer training and development may be obtained. The first set are more general sources of information although some of those listed themselves offer training. After that come addresses under the headings:

- resources and information centres
- professional bodies
- awarding bodies
- Training and Enterprise Councils and Local Enterprise Companies
- Industry Training Organisations and Lead Bodies.

The main professional body for training and development is now the Institute of Personnel and Development which has thousands of members engaged in personnel and training work. The Institute is an awarding body for trainer qualifications and has more than 100 centres throughout Britain approved to offer its qualifications.

The body responsible for the formation of trainer standards and qualifications is the Training and Development Lead Body. Revised standards - the basis for future trainer assessment and qualifications - were due to be published in autumn 1994.

Government departments responsible for education and training are the Department for Education and the Employment Department. (Separate departments with responsibilities for education in Northern Ireland, Wales and Scotland exist in Belfast, Cardiff and Edinburgh respectively.) For trainer training and development, contact:

Training Enterprise and Education Directorate
Employment Department
Moorfoot
Sheffield S1 4PQ

Resources and information centres

Association of Independent Training Resource Centres
384 Ecclesall Road
Sheffield
S11 8TE

Association for Database Services in Education and Training
Chancery House, Dalkeith Place
Kettering
Northamptonshire
NN16 OBS

Chartered Institute of Marketing
Moor Hall, Cookham
Maidenhead
Berks

Resources and information centres (cont)

Civil Service College
Sunningdale Park
Larch Avenue, Ascot
Berkshire SL5 0QE

Confederation of British Industry (CBI)
Centre Point
103 Oxford Street
London W1A 1DU

ECCTIS 2000 Ltd
Fulton House
Jessop Ave
Cheltenham GL50 3SH

English National Board for Nursing, Midwifery and Health Visiting
Victory House
170 Tottenham Court Road
London W1P 0HA

European Marketing Association
18 St Peters Hill
Brixham
Devon TQ5 9TE

General Teaching Council for Scotland
5 Royal Terrace
Edinburgh EH7 5AF

Guidance Centre, Bolton College
Manchester Road
Bolton
Lancashire BL1 2ER

Henley Management College
Greenlands
Henley on Thames
Oxfordshire RG9 3AU

Institute of Directors
116 Pall Mall
London SW1Y 5ED

Institute of Management
Management House
Cottingham Road
Corby
Northamptonshire NN17 1TT

Resources and information centres (cont)

Institute of Personnel and Development
IPD House, 35 Camp Road
Wimbledon
London SW19 4UX

National Association of Black Trainers
PO Box 19
Purley
Surrey CR8 2ZB

National Council of Industry Training Organisations (NCITO)
Unit 10, Meadowcourt
10 Amos Road
Sheffield S9 1BX

National Training and Consultancy Index
1st Floor
25-26 Poland St
London W1V 3DB

Professional bodies

The main professional bodies concerned with training and development are:

British Psychological Society
48 Princess Road East
Leicester LE1 7DR

Institute of Directors
116 Pall Mall
London SW1Y 5ED

Institute of Management
Management House
Cottingham Road
Corby
Northamptonshire NN17 1TT

Institute of Personnel and Development
IPD House, 35 Camp Road
Wimbledon
London SW19 4UX

Staff and Educational Development Association (SEDA)
Gala House, 3 Raglan Road
Birmingham B5 7RA

Awarding bodies

The main bodies responsible for awarding vocational qualifications in the UK are:

Business and Technology Education Council (BTEC)
Central House
Upper Woburn Place
London WC1H 0HH

City and Guilds of London Institute
46 Britannia Street
London WC1X 9RG

Institute of Personnel and Development
address on page 181

LCCI Examination Board
Marlowe House
Station Road, Sidcup
Kent DA15 8BJ

Pitman Examinations Institute
Catteshall Moor
Godalming
Surrey GU7 1UU

RSA Examinations Board
Westwood Way
Coventry CV4 8HS

Training and Development Lead Body (TDLB)
c/o NCITO *address on page 181*

Scottish Vocational Education Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ

TECs and LECs

At the time of writing there were 82 Training and Enterprise Councils (TECs) in England and Wales and 22 Local Enterprise Companies (LECs) in Scotland. These have been set up to oversee training in their areas and to act as agents and contractors for government training schemes. The addresses to contact for more information are:

TEC National Council
10th Floor, Westminster Tower
3 Albert Embankment
London SE1 7EP

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP

Industry Training Organisations and Lead Bodies

Industry Training Organisations are voluntary bodies set up to look after training in their particular industry sectors. Most of these organisations also constitute the Lead Bodies responsible for developing standards and qualifications for their respective industries. There are, however, some Lead Bodies which are not Industry Training Organisations.

The address to contact for more information about Industry Training Organisations is:

National Council of Industry Training Organisations (NCITO)
Unit 10, Meadowcourt
10 Amos Road
Sheffield S9 1BX

Accrediting and monitoring vocational qualifications

The National Council for Vocational Qualifications (NCVQ) has overall responsibility for the accrediting national qualifications in England and Wales, and also monitors and approves the bodies that make the awards. In Scotland, the Scottish Vocational Educational Council has a dual function, being also the major awarding body for vocational qualifications in Scotland; its address was given on page 182. NCVQ's address is

National Council for Vocational Qualifications
222 Euston Road
London NW1

9 References

Callender, Claire *Will NVQs Work?* Institute of Manpower Studies, Falmer Brighton Sussex 1992

Confederation of British Industry *Quality Assured: The CBI Review of NVQs and SVQs* CBI London, June 1994

Employment Department Group Project on *Barriers to the Attainment of NVQs* in progress 1994

Employment Department Group *Training Statistics 1993* a publication of the Government Statistical Service HMSO London, 1993

Evans, Karen et al *The In-company Trainer of Young People in the United Kingdom* CEDEFOP, Berlin, 1989.

Hendry, Christopher et al *Human Resource Development in Small to Medium Sized Enterprises* Centre for Corporate Strategy and Change, Warwick Business School, University of Warwick 1991

Horton, Christine Policy Studies Institute, *Training and Development of Trainers* Training Agency, Moorfoot Sheffield, 1990

Horton, Christine Policy Studies Institute, *Training and Development of Trainers - Case Studies* Employment Department, Moorfoot , Sheffield, 1991

Pettigrew, Andrew et al *Training and Human Resource Management in Small to Medium Sized Enterprises* Training Agency, Moorfoot, Sheffield 1990

Pettigrew, Andrew et al *Corporate Strategy Change and Human Resource Management* Employment Department, Moorfoot, Sheffield 1990

TDLB (Training and Development Lead Body) *National Standards for Training and Development* Employment Department, Moorfoot, Sheffield, 1992

Acronym	German expansion	English translation
AEVO	Ausbilder-Eignungsverordnung	Trainer aptitude regulations
BBiG	Berufsbildunggesetz	Vocational Training Act
BIBB	Bundesinstitut für Berufsbildung	German institute for vocational training
BDBA	Bundesverband Deutscher Berufsausbilder	National association of German vocational trainers
BetrVerfG	Betriebsverfassungsgesetz	Vocational training act
BIZ	Berufsinformationszentrum	Vocational information centre
DM	Deutsche Mark	Deutsche Mark
EBB	Einrichtungen zur beruflichen Bildung	Institutions of vocational training
gabi	Grundwerk ausbildungs- und berufskundlicher Informationen	Basic Manual of Information on Training and Occupation
HwO	Handwerksordnung	Craft Code
IbZ	Ihre berufliche Zukunft	Your occupation and the future
JArbSchG	Jugendarbeitsschutzgesetz	Employment of young people
KMK	Ständige Konferenz der Kultusminister der Länder	Standing conference of the ministers of education and cultural affairs of the Länder

Acronym	Spanish expansion	English translation
BUP	Bachillerato Unificado Polivalente	School leaving certificate (under the 1970 Act)
CAP	Curso de Aptitud Pedagógica	Teaching proficiency course
CEP	Centro de Enseñanza de Profesores	Teaching resource centres
CGFP	Consejo General de la Formación Profesional	Vocational training general council
COU	Curso de Orientación Universitaria	University preparatory course
DIRFO	Directorio de Formación	Directory of training
DOCE	Documentos de Educación	Education documents
ECU		European currency unit
EGB	Educación General Básica	Basic general education
ESO	Enseñanza Secundaria Obligatoria	Compulsory secondary education
E-T	Escuelas-Taller	Training workshops
EMFO	Escala Media de Formación Ocupacional	Vocational training intermediate scale
FID	Formación, Innovación y Desarrollo	Training, innovation and development
FIP	Formación e Inserción Profesional	Training and work entry
FP	Formación Profesional	Vocational training
FP-I	Formación Profesional I	Vocational training, level I
FP-II	Formación Profesional II	Vocational training, level II
FPO	Formación Profesional Ocupacional	Occupational vocational training
FPR	Formación Profesional Reglada	Regulated vocational training
FSE	Fondo Social Europeo	European Social Fund
ICE	Instituto de Ciencias de la Educación	Institute of educational sciences
INEM	Instituto Nacional de Empleo	National institute of employment
LOGSE	Ley de Ordenación General del Sistema Educativo	Education system general planning Act
MEC	Ministerio de Educación	Ministry of education
MTP	Módulos Técnico Profesionales	Technical vocational modules
MTSS	Ministerio de Trabajo y Seguridad Social	Ministry of labour and social security
PETRA		EC programme for partnership in education and training
PTA	Peseta	Peseta

Acronym	French expansion	English translation
AFPA	Association de formation professionnelle des adultes	Association for the vocational training of adults
Bac	Baccalauréat	Baccalaureate
Bac Pro	Baccalauréat professionnelle	Vocational baccalaureate
BEP	Brevet d'études professionnelles	Diploma of occupational studies
BEPA	Brevet d'études professionnelles agricoles	Diploma of vocational agricultural studies
BTn	Baccalauréat de technicien	Technician's baccalaureate
BTS	Brevet de technicien supérieur	Advanced technician's diploma
CAFOC	Centre de formation académique de formation continue	Academic continuing training centre
CAP	Certificat d'aptitude professionnelle	Certificate of vocational aptitude
CAPES	Certificat d'aptitude à l'enseignement du second degré	Upper secondary level teaching certificate
CAPET	Certificat d'aptitude à l'enseignement technique	Certificate of technical teaching
CAPLP	Certificat d'aptitude professionnelle de lycée professionnelle	Certificate of vocational aptitude from a vocational school
CCI	Chambre de commerce et d'industrie	Chamber of trade and industry
Centre INFFO	Centre pour le développement de l'information sur la formation permanente	Centre for the development of information on continuing training
CFA	Centre de formation d'apprentis	Apprentice training centre
DUT	Diplôme universitaire technologique	University diploma of technology
GRETA	Groupement d'établissements publics d'enseignement pour la formation continue	Association of national education establishments for continuing training
IUFM	Institut universitaire de formation des maîtres	University institute for training supervisors
ECU		European currency unit
FF	Franc français	French franc
PLP	Professeur de lycée professionnelle	Teacher at a vocational school
PLP1	Professeur de lycée professionnelle 1	Basic grade of PLP
PLP2	Professeur de lycée professionnelle 2	Advanced grade of PLP
PLPA	Professeur de lycée professionnelle agricole	Teacher at an agricultural vocational school
UNAPEC	Union nationale pour la formation pédagogique promotionelle dans l'enseignement catholique	Catholic technical teaching association

Acronym	English expansion (for UK)
BTEC	Business and Technology Education Council
GNVQ	General National Vocational Qualification
HRD	Human Resource Development
HRM	Human Resource Management
IPD	Institute of Personnel and Development
IPM	Institute of Personnel Management
ITD	Institute of Training and Development
ITO	Industry Training Organisation
LEC	Local Enterprise Company (Scottish TEC)
MCI	Management Charter Initiative
MSC	Manpower Services Commission
NCITO	National Council of Industry Training Organisations
NCVQ	National Council for Vocational Qualifications
NVQ	National Vocational Qualification
RSA	Royal Society of Arts
SCOTVEC	Scottish Vocational Education Council
SVQ	Scottish Vocational Qualification
TDLB	Training and Development Lead Body
TEC	Training and Enterprise Council
TVEI	Technical and Vocational Education Initiative
VET	Vocational Education and Training

139

Index

A-level (Advanced Level GCE, England and Wales) 143
alternance trainng 12, 19, 61, 62, 66, 69, 70, 95, 98, 99, 102, 115, 118 *see also* dual system (Germany)
alternance contracts, France 111-112
accredited training centres, England and Wales 146, 161, 165, 167, 168, 171
addresses
  France 126-8
  Germany 56-7
  Spain 86
  UK 179
agricultural schools, France 107-8
apprenticeships, France 94-5, 116
  training centres (CFA) 93, 95, 101, 110
  funding 96
  organisation 96, 111, 118
  contracts 99
apprenticeship contract, Spain 63, 68
apprenticeship, UK 147
assessment in training, UK 164, 174, 188
awarding bodies, UK 182

case studies
  France 119-121
  Germany 47-50
  UK 169, 172
centre for corporate strategy and change, UK 175
centres for training, innovation and development (Centros FID), Spain 61
certificate in training and development, Institute of Personnel and Development, UK 165, 170-1, 175
certification/qualification, France 101-3, 111, 123
colleges of further education, UK 139
company training units, France 109
continuing training (GRETA), France 109
continuing training - teachers, Spain 85

data education, Spain 69-77
  directory of training (DIRFO) 85
data/statistics education, France 103-4, 112
data education, UK 139, 147
database initial and further training (KURS), Germany 52-4
databases, France, national and regional 122-5, 133-4
distance learning 81

dual system (training in both company and vocational school), Germany 23-25, 28, 29, 35, 42-45 *see also* alternance

educational systems (brief surveys)
  France 93-5, 109, 111, 117
  Germany 25-31
  Spain 61-65, 69, 78
  UK 141-3
education system general planning act (LOGSE), Spain
  teaching resource centres 78
  catalogue of occupational qualifications 62
  vocational training design 62
entitlement to training (CFI), France 99
European Social Fund 70, 116
examinations, Germany 34

framework rules on training and examinations, Germany 45
further vocational training, Germany 45-50
further and continuing teacher training, Germany 51
'Functional Analysis of Competences' (NCVQ), UK 158-60

General Certification of Secondary Education (GCSE), England and Wales 141
General National Vocational Qualifications (GNVQ), England and Wales 141
General Council for Vocational Training, Spain 61
German Institute for Vocational Training
  trainers aids 50-1

human resource development (HRM) and human resource management (HRD), UK 154, 156, 171, 173-4

industry training organisations, UK 161, 175, 183
information and resource centres, Spain 87-9
information system initial and further training, Germany 51
infrastructure for training, UK 164
innovation in courses 'forces of change' 14, 15, 19, 20, 21, 25, 50, 51, 61, 62, 85, 103, 150, 154, 158
initial teacher training, France 117
  university institute 117
  agriculture 118
Institute of Personnel and Development, UK 170, 171, 175, 179, 181

job descriptions/qualifications, France
teacher in vocational school 105
teacher in technical school/college 106
teacher in university 107
job profiles trainers
France 105-111
UK 149-153
joint projects Europe 10, 11, 17

law on labour and vocational training, France 95
legal foundation for training, Germany 32-3
Local Enterprise Companies (LECs), Scotland 146, 182

Manpower Services Commission (MSC), England and Wales 140, 146, 161, 167, 171, 175

National Agreement on Continuing Training, Spain 61
National Council for Vocational Qualifications (NCVQ), England and Wales 140, 144, 162, 175, 183
National Curriculum, England and Wales 141
National Institute for Employment (INEM), Spain 62, 66, 73
teachers 73-4
training centres 76
National Plan for Vocational Training and Work Entry, Spain 62
work centres 62, 66
training policy 81
National training programme for trainers, France 115, 123
strategic guidelines 116, 122
funding government 116
funding regional (ESF) 116
summer schools 121
regional provision 124
National Vocational Qualifications (NVQs), England and Wales 140, 144-5, 147

portfolio of individual skills, France 123
Policy Studies Institute, UK 153-4
professional bodies, UK 181

qualifications, UK 140
school teachers
lecturers FE
trainers in industry
university entrance 143
qualifications trainers, Germany 23, 24
qualifications teachers, Spain 71-2

regulations training, Germany 24, 32, 35
training occupations 33-4
trainer aptitude 33-7, 43-4
regulations training, Spain 74-5, 78, 83
regulations, France 94, 111
civil servant teachers 113
unapproved teachers 114
regulations, teachers and guidelines for trainers, UK 139, 156-7
resource centres, France 129-30

salaries
France 106-7, 114-5
Germany 39, 40-1
Spain 72, 74
Scottish Vocational Education Council, UK 140-1
Scottish Vocational Qualifications (SVQs), UK 140

Technical and Vocational Education Initiative (TVEI), UK 141, 150, 168
Training and Enterprise Councils (TECs), England and Wales 146, 162, 164, 167-8, 175, 182
training paths for trainers, Germany 46-9
training paths agriculture, France 103
training, UK
national framework 162-4
human resource development 173-4
training paths for trainers, UK
teachers, BEd, PGCE 139, 149, 155, 160, 165
lecturers, FE 150, 155
lecturers, university 150-1, 155
youth trainers 151, 166
in company 152-3, 156, 161, 170-1
nurse education 166, 170

university project, UK 'Enterprise in Higher Education' 143
unemployment among young people 19, 62, 66, 98, 104, 139, 156

Vocational Training Act, Germany 32-3, 35
vocational training schools, Germany 30
teachers in 38-41
vocational information centres, Germany 58
vocational training opportunities and paths, UK 146-7

CEDEFOP – European Centre for the Development of Vocational Training

Teachers and trainers in vocational training

Volume 1: Germany, Spain, France and the United Kingdom

Project Coordinator: Africa Melis

Luxembourg: Office for Official Publications of the European Communities

1995 – 190 pp. – 21.0 x 29.7 cm

ISBN 92-827-4081-1

Price (excluding VAT) in Luxembourg: ECU 10.50

Venta • Salg • Verkauf • Πωλήσεις • Sales • Vente • Vendita • Verkoop • Venda • Myynti • Försäljning

BELGIQUE / BELGIË

Moniteur belge/
Belgisch Staatsblad

Rue de Louvain 42/Leuvenseweg 42
B-1000 Bruxelles/B-1000 Brussel
Tel. (02) 512 00 26
Fax (02) 511 01 84

Jean De Lannoy

Avenue du Roi 202/Koningslaan 202
B-1060 Bruxelles/B-1060 Brussel
Tel. (02) 538 51 69
Fax (02) 538 08 41

Autres distributeurs/
Overige verkooppunten:

Librairie européenne/
Europese boekhandel

Rue de la Loi 244/Wetstraat 244
B-1040 Bruxelles/B-1040 Brussel
Tel. (02) 231 04 35
Fax (02) 735 08 60

Document delivery:

Credoc

Rue de la Montagne 34/Bergstraat 34
Boîte 11/Bus 11
B-1000 Bruxelles/B-1000 Brussel
Tel. (02) 511 69 41
Fax (02) 513 31 95

DANMARK

J. H. Schultz Information A/S

Herstedvang 10-12
DK-2620 Albertslund
Tlf. 43 63 23 00
Fax (Sales) 43 63 19 69
Fax (Management) 43 63 19 49

DEUTSCHLAND

Bundesanzeiger Verlag

Breite Straße 78-80
Postfach 10 05 34
D-50445 Köln
Tel. (02 21) 20 29-0
Fax (02 21) 2 02 92 78

GREECE/ΕΛΛΑΔΑ

G.C. Eleftheroudakis SA

International Bookstore
Nikis Street 4
GR-10563 Athens
Tel. (01) 322 63 23
Telex 219410 ELEF
Fax 323 98 21

ESPAÑA

Boletín Oficial del Estado

Trafalgar, 27-29
E-28071 Madrid
Tel. (91) 538 22 95
Fax (91) 538 23 49

Mundi-Prensa Libros, SA

Castelló, 37
E-28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)
Telex 49370-MPLI-E
Fax (91) 575 39 98

Sucursal:

Librería Internacional AEDOS

Consejo de Ciento, 391
E-08009 Barcelona
Tel. (93) 488 34 92
Fax (93) 487 76 59

Librería de la Generalitat
de Catalunya

Rambla dels Estudis, 118 (Palau Moja)
E-08002 Barcelona
Tel. (93) 302 68 35
Tel. (93) 302 64 62
Fax (93) 302 12 99

FRANCE

Journal officiel
Service des publications
des Communautés européennes

26, rue Desaix
F-75727 Paris Cedex 15
Tél. (1) 40 58 77 01/31
Fax (1) 40 58 77 00

IRELAND

Government Supplies Agency

4-5 Harcourt Road
Dublin 2
Tel. (1) 66 13 111
Fax (1) 47 80 645

ITALIA

Licosa SpA

Via Duca di Calabria 1/1
Casella postale 552
I-50125 Firenze
Tel. (055) 64 54 15
Fax 64 12 57
Telex 570466 LICOSA I

GRAND-DUCHÉ DE LUXEMBOURG

Messageries du livre

5, rue Raiffeisen
L-2411 Luxembourg
Tél. 40 10 20
Fax 49 06 61

NEDERLAND

SDU Servicecentrum Uitgeverijen

Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 37 89 880
Fax (070) 37 89 783

ÖSTERREICH

Manz'sche Verlags-
und Universitätsbuchhandlung

Kohlmarkt 16
A-1014 Wien
Tel. (1) 531 610
Telex 112 500 BOX A
Fax (1) 531 61-181

Document delivery:

Wirtschaftskammer

Wiedner Hauptstraße
A-1045 Wien
Tel. (0222) 50105-4356
Fax (0222) 50206-297

PORTUGAL

Imprensa Nacional

Casa da Moeda, EP
Rua D. Francisco Manuel de Melo, 5
P-1092 Lisboa Codex
Tel. (01) 387 30 02/385 83 25
Fax (01) 384 01 32

Distribuidora de Livros
Bertrand, Ld.ª

Grupo Bertrand, SA

Rua das Terras dos Vales, 4-A
Apartado 37
P-2700 Amadora Codex
Tel. (01) 49 59 050
Telex 15798 BERDIS
Fax 49 60 255

SUOMI/FINLAND

Akateeminen Kirjakauppa

Keskuskatu 1
PO Box 218
FIN-00381 Helsinki
Tel. (0) 121 41
Fax (0) 121 44 41

SVERIGE

BTJ AB

Traktorvägen 13
S-22100 Lund
Tel. (046) 18 00 00
Fax (046) 18 01 25
30 79 47

UNITED KINGDOM

HMSO Books (Agency section)

HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (0171) 873 9090
Fax (0171) 873 8463
Telex 29 71 138

ICELAND

BOKABUD
LARUSAR BLÖNDAL

Skólavördustig, 2
IS-101 Reykjavik
Tel. 11 56 50
Fax 12 55 60

NORGE

Narvesen Info Center

Bertrand Narvesens vei 2
Postboks 6125 Etterstad
N-0602 Oslo 6
Tel. (22) 57 33 00
Fax (22) 68 19 01

SCHWEIZ/SUISSE/SVIZZERA

OSEC

Stampfenbachstraße 85
CH-8035 Zürich
Tel. (01) 365 54 49
Fax (01) 365 54 11

BÁLGARIJA

Europress Klassica BK Ltd

66, bd Vitosha
1463 Sofia
Tel./Fax (2) 52 74 75

ČESKA REPUBLIKA

NIS ČR

Havelkova 22
130 00 Praha 3
Tel./Fax (2) 24 22 94 33

HRVATSKA (CROATIE)

Mediatrade

P. Hatza 1
4100 Zagreb
Tel. (041) 43 03 92
Fax (041) 45 45 22

MAGYARORSZÁG

Euro-info-Service

Honvéd Europa Ház
Margitsziget
H-1138 Budapest
Tel./Fax (1) 111 60 61, (1) 111 62 16

POLSKA

Business Foundation

ul. Krucza 38/42
00-512 Warszawa
Tel. (2) 621 99 93, 628 28 82
International Fax&Phone (0-39) 12 00 77

ROMÂNIA

Euromedia

65, Strada Dionisie Lupu
RO-70184 Bucuresti
Tel./Fax 1-31 29 646

RUSSIA

CCEC

9,60-letiya Oktyabrya Avenue
117312 Moscow
Tel./Fax (095) 135 52 27

SLOVAKIA

Slovak Technical
Library

Nám. slobody 19
812 23 Bratislava 1
Tel. (7) 52 204 52
Fax (7) 52 957 85

CYPRUS

Cyprus Chamber of Commerce
and Industry

Chamber Building
38 Grivas Dhigenis Ave
3 Deligiorgis Street
PO Box 1455
Nicosia
Tel. (2) 44 95 00, 46 23 12
Fax (2) 45 86 30

MALTA

Miller Distributors Ltd

PO Box 25
Malta International Airport LQA 05 Malta
Tel. 66 44 88
Fax 67 67 99

TÜRKIYE

Pres AS

Istiklal Caddesi 469
80050 Tünel-Istanbul
Tel. (1) 520 92 96, 528 55 66
Fax (1) 520 64 57

ISRAEL

ROY International

31, Habarzel Street
69710 Tel Aviv
Tel. (3) 49 78 02
Fax (3) 49 78 12

EGYPT/
MIDDLE EAST

Middle East Observer

41 Sherif St
Cairo
Tel./Fax (2) 393 97 32

UNITED STATES OF AMERICA/
CANADA

UNIPUB

4611-F Assembly Drive
Lanham, MD 20706-4391
Tel. Toll Free (800) 274 48 88
Fax (301) 459 00 56

CANADA

Subscriptions only
Uniquement abonnements

Renouf Publishing Co. Ltd

1294 Algoma Road
Ottawa, Ontario K1B 3W8
Tel. (613) 741 43 33
Fax (613) 741 54 39

AUSTRALIA

Hunter Publications

58A Gipps Street
Collingwood
Victoria 3066
Tel. (3) 417 53 61
Fax (3) 419 71 54

JAPAN

Procurement Services Int. (PSI-Japan)

Koru Dome Postal Code 102
Tokyo Kojimachi Post Office
Tel. (03) 32 34 69 21
Fax (03) 32 34 69 15

Sub-agent

Kinokuniya Company Ltd
Journal Department

PO Box 55 Chitose
Tokyo 156
Tel. (03) 34 39-0124

SOUTH-EAST ASIA

Legal Library Services Ltd

Orchard
PO Box 0523
Singapore 9123
Tel. 243 24 98
Fax 243 24 79

SOUTH AFRICA

Safto

5th Floor, Export House
Cnr Maude & West Streets
Sandton 2146
Tel. (011) 883-3737
Fax (011) 883-6569

ANDERE LÄNDER
OTHER COUNTRIES
AUTRES PAYS

Office des publications officielles
des Communautés européennes

2, rue Mercier
L-2985 Luxembourg
Tél. 29 29-1
Télex PUBOF LU 1324 b
Fax 48 85 73, 48 68 17

BEST COPY AVAILABLE

European Centre for the Development of Vocational Training
Jean Monnet House, Bundesallee 22, **D-10717, Berlin**
Tel 49-30 +88 41 20; Fax 49-30 +88 47 322 22; Telex 184 163 eucen d

CEDEFOP
04 16 HX-88-95-961-EN-C

Price (excluding VAT) in Luxembourg: ECU 10.50

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L-2985 Luxembourg

ISBN 92-827-4081-1

BEST COPY AVAILABLE